

# Adaptation of the Council of Europe's Common European Framework of Reference for Languages (CEFR) for work in elderly care and care for people with disabilities

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**Target audience:**  
Teachers in Swedish as an additional language, social care teachers and managers who do not have prior experience of language scale and the Common European Framework of Reference for Languages: Learning, Teaching and Assessment

## Part 2

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# Description of levels:

## Basic user (A1, A2) and Independent user (B1, B2)

## Basic user: Level A1

### From CEFR<sup>1</sup> analysis of the language features, concepts, the grammar and the vocabulary that characterize level A1<sup>2</sup>

Level A1 is considered as the lowest 'level' of general language use, that is, the level at which the learner:

- Can participate in straightforward everyday conversations provided the other person talks slowly and clearly and is prepared to help
- Can ask simple questions and answer simple questions about themselves, such as where he / she lives, people he / she knows and things he / she has
- Can ask and answer simple questions in areas of immediate need or on very familiar topics
- Can understand and use familiar everyday expressions and very basic phrases
- Can write short, simple phrases and sentences and use common linking words such as *and* or *then*

### Description of skills: Listening, Reading, Spoken interaction, Spoken production and Writing

#### A1 Listening

- Can recognize and understand familiar words and sentences about themselves, the care recipient<sup>3</sup> and colleagues
- Can follow ordinary conversation at work provided one speaks slowly and clearly
- Can understand ordinary, straightforward instructions about their work and what they should do when supporting care recipients

#### A1 Reading

- Can understand familiar names, words and simple sentences, for example on message boards and in straightforward, very clear messages
- Can read and understand common words in, for example, fluid charts, menus and checklists (on computer or paper)
- Can find the most common items in, for example, order forms and product catalogues
- Can understand simple signs at work (symbol plus word) and common instructions with symbols, for example hand washing

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<sup>1</sup> From the Common European Framework of Reference for Languages: learning, teaching and assessment, [www.skolverket.se/publikationer?id=2144](http://www.skolverket.se/publikationer?id=2144)

Translator's note: For the official English-language version of the Council of Europe's Common European Framework of Reference for Languages, see [http://www.coe.int/t/dg4/linguistic/CADRE1\\_EN.asp](http://www.coe.int/t/dg4/linguistic/CADRE1_EN.asp)

<sup>2</sup> Translator's note: From the CFER (English version) global scale: *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.*

<sup>3</sup> Care recipient includes anyone who uses care and support services

### **A1 Spoken interaction**

- Can greet in a simple but polite way care recipients, relatives, guardians and others, also can thank and apologise
- Can ask for and offer things in a simple but polite way
- Can converse with, for example, managers, co-workers, care recipients, relatives and guardians if they use common words, simple sentences and speak slowly
- Can talk to care recipients in a simple way about, for example, the weather, food, health and cleaning
- Can ask and answer simple questions about themselves and their work
- Can answer questions about what they should do at work or what they have done at work
- Can ask for help and ask if they do not understand

### **A1 Spoken production**

- Can use common words and simple sentences to talk about themselves, for example where they live and work
- Can say a little about people they know, for example, friends and colleagues
- Can say a little about the care recipient and their work for a colleague or manager
- Can use common words and simple sentences to give a brief report on things they have done and things that have happened.

### **A1 Writing**

- Can write short, simple messages at work, for example to a colleague: Anton has a foot care appointment at 9:30 on 3/10
- Can write short, simple notes in the social journal<sup>4</sup> (on paper or computer), for example time, date and what they have done
- Can fill in routine forms (on paper or computer), for example, order forms
- Can fill in routine forms (on paper or computer), such as contact information (i.e. name, social security number, phone number and address)

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<sup>4</sup> Translator's note: The *social journal* is part of Sweden's mandatory care recording. It includes a review of the individual's general functions, resources, special difficulties, a description of how the person can handle everyday situations (communication, personal hygiene, cooking, shopping, traveling, etc.) and the current need for help and support. It may also include mental and physical status, contact with relatives, economic status, personal interests, employment, habits, etc. The extent of documentation may vary depending.

## Basic user: Level A2

### From CEFR analysis of the language features, concepts, the grammar and the vocabulary that characterize level A2<sup>5</sup>

At level A2 are many language features and concepts about social features, the learner can, for example:

- *Use simple everyday greetings and polite phrases*
- *Respond to new information*
- *Participate in very short social exchanges, ask and answer questions about what they do at work and in their leisure time*
- *Discuss what to do, where to go and when and where to meet*
- *Make and respond to requests*
- *Perform straightforward tasks, for example, in shops and at the bank; can seek and ask for simple information, can ask for and offer everyday goods and services*

What also characterizes this level is that the learner, with a little help and within some limitations, is more active in interactions. For example, the learner can

- *Initiate, sustain and conclude a straightforward, limited face-to-face interaction*
- *Understand and make themselves understood in a straightforward, routine interaction using a limited basic vocabulary*
- *Share ideas and information about familiar topics in predictable everyday situations, provided the other person helps if necessary*
- *Handle everyday situations with predictable content, even if they generally have to compromise the message and search for words or ask for help to express what they want; participation in open discussion is limited.*

Using straightforward basic language, the learner can

- *Describe how they feel*
- *Give a simple description of everyday aspects of their environment, i.e. people, places, experiences, and activities associated with work or study*
- *Give a simple, brief description of their habits, routines and plans*
- *Explain their likes or dislikes and in a concise, straightforward way describe events and activities*
- *Use simple descriptive language to inform, to make brief statements, and write simple messages*

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<sup>5</sup> Translator's note: From the CEFR (English version) global scale: *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.*

## **Description of skills: Listening, Reading, Spoken interaction, Spoken production and Writing**

### **A2 Listening**

- Can understand ordinary conversation at work with care recipients
- Can understand what is said in meetings with relatives or guardians
- Can understand what is said during typical break-time conversations
- Can understand what is said at staff meetings and other workplace meetings.
- Can understand straightforward instructions and daily briefings at work
- Can understand what a Swedish TV programme is about, for example, news supported by images

### **A2 Reading**

- Can read and follow the gist of routine instructions in daily work
- Can read and understand straightforward social documentation<sup>6</sup>, such as straightforward care plans and life stories
- Can follow the gist of workplace memos
- Can read and follow the gist of straight-forward briefings and general communications at work, for example on noticeboards or email
- Can understand familiar signs in the workplace
- Can find the information they need, for example in menus, product catalogues and advertisements

### **A2 Spoken interaction**

- Can talk, in a straightforward way and with some support<sup>7</sup> to colleagues about work and everyday life
- Can have short conversations with care recipients, for example on everyday life, family, friends and activities
- Can take part in straightforward discussions concerning work, for example, about routines
- Can understand and ask simple questions, for example, at a morning meeting
- Can describe, in a simple way, what they think about something
- Can say whether or not they understand what someone is saying
- Can understand and use body language, or ask for help, when they cannot say what they want

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<sup>6</sup> Translator's note: *Social documentation* is the sector's mandatory record-keeping and reporting system. Social documentation is computerised in many workplaces.

<sup>7</sup> For the meaning of *with some support*, see Appendix 2 *Guidance notes for the adapted CEFR levels A1, A2, B1, B2*

- Can understand when others ask them to do something and can ask others to do something
- Can give and understand short everyday instructions and short, routine briefings
- Can make routine requests and answer common questions using the phone, for example regarding time and place

### **A2 Spoken production**

- Can tell people in a straightforward way about themselves, for example their education, their work situation and their everyday life
- Can describe in a straightforward way routines and activities at work
- Can report in a straightforward way what happened at work
- Can express in a straightforward way what they think about their work
- Can leave short telephone messages

### **A2 Writing**

- Can write straightforward notes on paper or email, for example, to a manager, colleague, relative or guardian
- Can write straightforward social documentation (on paper or on the computer)
- Can fill in basic forms and charts (on paper or on the computer), such as fluid-charts, order lists and contact information
- Can write and answer questions in straightforward emails
- Can write straightforward notes, for example on a work meeting or staff meeting

## **Independent user: Level B1**

### **From CEFR analysis of the language features, concepts, the grammar and the vocabulary that characterize level B1<sup>8</sup>**

Factors that characterize the learner at level B1 include the ability to maintain interaction and, in a range of situations, to get across what they want to say.

The learner can, for example:

- *Understand the main content of a longer discussion, provided that people speak clearly and in standard dialect and, in an informal discussion with friends/colleagues, give and ask about personal opinions and views*
- *Maintain a conversation or discussion, even if it can sometimes be difficult to understand exactly what they mean, using a large enough vocabulary to express themselves, although*

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<sup>8</sup> Translator's note: From the CEFR (English version) global scale: *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 & ambitions and briefly give reasons and explanations for opinions and plans.*

*sometimes with hesitation and/or reformulation or pause to think through what is grammatically correct or to plan what they want to say*

- *Interact without preparation on familiar subjects, take some initiative in interviews / appointments (for example, introducing a new topic) although they may rely on some support from the other person (for example, to ask them to clarify what they have just said)*
- *Take a message when someone asks for information or reports a problem*
- *Provide specific information requested during an interview / appointment (e.g. describe symptoms to a doctor), although their range of precise vocabulary may be limited*
- *Explain why something is a problem; can sum up and say what they think of an article, a talk, a discussion, an interview and answer questions that arise; can check and confirm information, even if they must sometimes ask the other person to repeat what they say if they are talking too quickly, or giving too much information for the learner to keep up with*
- *Exchange, with some confidence, a wide variety of factual information on familiar topics in their field*
- *Understand texts with high frequency language associated with everyday life and work and discern arguments, without necessarily understanding all the details*
- *Write simple coherent texts and personal letters on both concrete and abstract things / topics.*

## **Description of skills: Listening, Reading, Spoken interaction, Spoken production and Writing**

### **B1 Listening**

- Can understand most clearly-spoken, everyday workplace language, for example at staff meetings, also instructions from managers, doctors, nurses, occupational therapists or physiotherapists
- Can understand most of the discussions they participate in or listen to at work
- Can understand most of a simple and clear presentation about a work topic, such as training in nutrition
- Can understand straightforward spoken technical instruction, such as how to use assistive devices, electrical appliances and machines at work
- Can understand the main points in many Swedish radio and television programmes (using clear, standard language) related to work and/or issues of personal interest

### **B1 Reading**

- Can read and understand most of the social documentation, including life stories, care plans and reports
- Can read texts, catalogues and brochures to find the information they need for work
- Can read and mostly understand work-related instructions and manuals
- Can understand work-related emails and messages

- Can read and understand the main content of magazine articles and factual texts on work in social care
- Can understand the key information in texts, such as finding the main arguments and conclusions, even if they do not understand every detail

### **B1 Spoken interaction**

- Can cope linguistically in most situations in the workplace
- Can actively participate in conversations about what happens at work or in everyday life
- Can plan work activity jointly with colleagues
- Can paraphrase effectively when they lack a word. Able to recognise when they have not fully understood something and will then either ask the other person to repeat or clarify what was said
- Can explain if and why something is a problem and also suggest solutions
- Can participate in discussions, expressing their thoughts and supporting their opinions, even if they sometimes lack certain words
- Can converse with care recipients, relatives, guardians, and colleagues and for the most part say what they want to say
- Can talk about feelings, e.g. joy, anxiety, anger
- Can compare and discuss similarities and differences, such as the traditions of different cultures
- Can undertake reception interviews<sup>9</sup> and take the life story of new care recipients
- Can exchange information about the care recipient by phone with relatives, guardians and other health and social care workers
- Can talk to managers about work, recent events, annual leave
- Can converse with care recipients and try to motivate them to do something they don't feel like doing, such as eating or showering

### **B1 Spoken production**

- Can talk about experiences at work and describe feelings and reactions
- Can inform relatives, guardians or colleagues about how care recipients are doing and if anything has happened
- Can recount and report an incident at work
- Can express and also support their opinions and thoughts, for example at a staff meeting
- Can leave clear telephone messages

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<sup>9</sup> Translator's note: Residential care providers are required to offer all new residents a reception interview or 'welcome talk' (välkomstsamtal) during which the provider finds out about the needs, preferences and background of the care recipient while explaining the services they offer and answering any questions the care recipient may have.



- Can coherently and fairly fluently report on the content of, for example a set of meeting notes policy, a book or film and describe their impressions

### **B1 Writing**

- Can write simple but coherent social documentation (on paper or in the computer), for example care plans, life stories and other social documentation writing tasks
- Can take notes in bullet form during, for example, a planning meeting or a staff meeting
- Can write and answer e-mails at work, for example asking for or giving simple information or in a simple way explaining what they think about something or asking for someone's opinion

## Independent user: Level B2

### From CEFR analysis of the language features, concepts, the grammar and the vocabulary that characterize level B2<sup>10</sup>

Factors that characterize the learner at level B2 include the ability to speak more fluently, spontaneously and to express themselves with greater confidence.

The learner can, for example:

- *Explain and substantiate their opinions in discussion by providing relevant explanations, arguments and comments;*
- *Explain a problem and make it clear that the other party in a negotiation must make some concessions; speculate about causes and consequences*
- *Actively participate in informal discussions in a familiar context by commenting, clearly putting forward their views, evaluating alternative proposals and making and responding to suggestions*
- *Converse naturally, fluently and effectively; understand in detail what is said to them in standard language, even in a somewhat noisy environment*
- *Initiate an interaction, take the lead, where appropriate, and, where necessary, conclude the interaction, although this may not always be done with formal politeness*

The learner notices more about the language and can now:

- *Correct errors if they have led to misunderstandings and is aware of their own characteristic mistakes*
- *Plan what and how something should be said, thus taking into account the effect on the other person/people*
- *Express themselves in a confident, clear and polite manner in both informal and formal language, depending on the interlocutor and the situation*
- *Use a range of linking words<sup>11</sup> to express themselves clearly and coherently in speech or writing and can systematically develop an argument by highlighting key points and supporting it with relevant details*

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<sup>10</sup> Translator's note: From the CEFR (English version) global scale: *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.*

<sup>11</sup> Translator's note: At B2 level, linking words might include words to indicate sequence (including time references), cause and effect, comparative relationships and so on

## Description of skills: Listening, Reading, Spoken interaction, Spoken production and Writing

### B2 Listening

- Can understand clear speech at work without difficulty on both familiar and unfamiliar subjects
- Can understand with ease work-related information, messages and discussions, including both concrete and abstract content
- Can understand longer spoken presentations, for example a formal presentation, and more complex lines of argument, on topics that are fairly familiar and / or of personal interest
- Can understand and use detailed instructions, for example regarding technical aids
- Can understand most Swedish news programmes, documentaries and current radio and television programmes

### B2 Reading

- Can understand the content of different types of work-related text, for example care assessment decisions, medical reports and minutes of union negotiations
- Can understand work-related legislation and regulation, for example, relevant sections of the Social Services Act
- Has a wide vocabulary, can read independently and has strategies to understand complex, critical articles and factual texts relevant to work
- Can quickly see what a text is about and decide whether the information is relevant to the job or not
- Can recognise subtleties of language, such as humour and irony
- Can understand complex, detailed instructions

### B2 Spoken interaction

- Can use the language fluently and largely correctly in their work
- Can use appropriate language in both informal and more formal situations at work
- Can understand and exchange complex information and advice on most aspects of their work role
- Can use nuanced language to express, for example, irony, humour, and can use idiomatic expressions, such as *Neck over head*, *A fox behind the ear*<sup>12</sup>, with some confidence
- Can communicate spontaneously and freely with a range of people, for example managers, co-workers, care recipients, families and guardians

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<sup>12</sup> Translator's note: This Swedish expression, *Hals över huvud* (literally, *Neck over head*) means hurried, urgent, unconsidered [[http://sv.wikipedia.org/wiki/Lista\\_%C3%B6ver\\_svenska\\_idiomatiska\\_uttryck](http://sv.wikipedia.org/wiki/Lista_%C3%B6ver_svenska_idiomatiska_uttryck), accessed 17-Nov-2013]. The Swedish expression *Han har en räva bakom öra* (literally *He has a fox behind his ear*) means the person has hidden intentions [<http://itu.se/talesatt.shtml>, accessed 17-Nov-2013].

- Can comfortably conduct a reception interview and provide relevant information to newly admitted care recipients
- Can communicate detailed information in a professional manner, for example, from/to a relative or guardian
- Can give clear, detailed descriptions of workplace practices to a new colleague, such as routines for basic hygiene and administration of medicine
- Can participate comfortably in a range of work-related discussions, expressing and supporting their opinions
- Can argue for, negotiate and help come up with a solution in case of disagreement within the work team, for example, on the use of mobile phones in the workplace

### **B2 Spoken production**

- Has a large vocabulary, can select and use language in a way that is largely correct and appropriate
- Can give clear, detailed descriptions of their interests and experiences
- Can express and support their opinion clearly and in detail, giving the advantages and disadvantages, and then draw a conclusion
- Can clearly communicate or present an issue at a staff meeting, if they can prepare

### **B2 Writing**

- Can express themselves in writing clearly, precisely, with a good range and in a way that is largely correct and appropriate. Can use a computer and cope with the different work-related writing tasks largely without problems
- Can write social documentation clearly and in a way that is largely correct and appropriate
- Can write the notes for staff meetings
- Can take notes in bullet form, summarise and draw conclusions from a presentation or training day
- Can use their notes to convey information to their colleagues, managers and other care staff