



Cambridge Assessment
English

Linguaskill 

from Cambridge

Ensure your employees have the right English skills

A guide to the CEFR

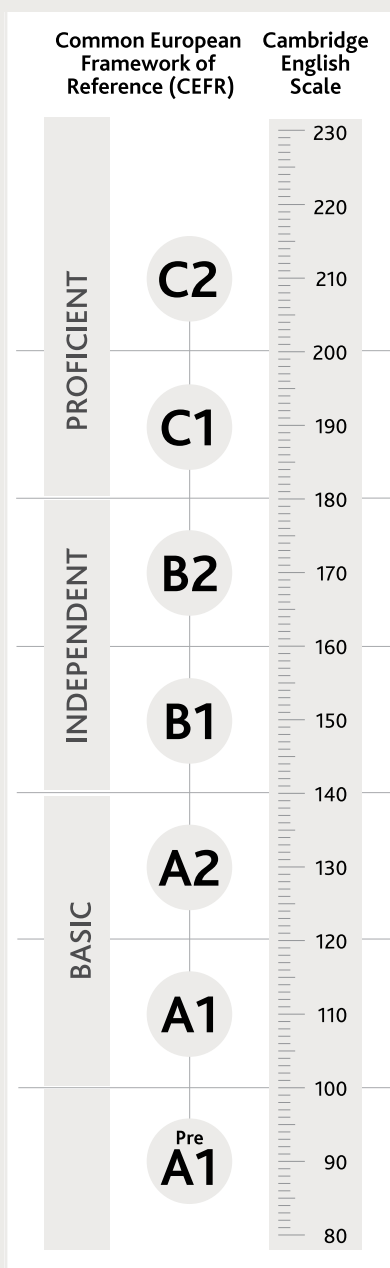


Finding the right person for the job

As a busy international organisation, you know the importance of recruiting the right person for the right job. You will also know how important it is to employ someone with the right level of English language skills.

Not all jobs need complete fluency in English, but most need some amount of English. Additionally, some jobs are more focused on the skills of **speaking** and **listening**, for example, whereas others may require more **reading** or **writing**. But how do you know you have the right person with the right English skills for the job?

The Common European Framework of Reference (CEFR)



An internationally recognised scale

The Common European Framework of Reference for Languages (CEFR) is the most commonly recognised way of talking about language ability. It's recognised globally, not just in Europe, and can be applied to any language, not just English.

It describes language ability on a seven-point scale, from Pre-A1 for beginners, up to C2 for those who have mastered a language. Language testing organisations, such as Cambridge Assessment English, use this scale when reporting a test taker's results when they have taken a test such as Linguaskill. This makes it **easy** for anyone to see the level of English ability that someone has, and **compare** it against someone else's, or compare it against a required or target level of English.

Cambridge English Scale

The Cambridge English Scale provides more detail of a candidate's performance within a CEFR level, giving clarity on whether an individual is at the beginning, middle or top of a particular level. It is also used to report results of most Cambridge English Qualifications.



Understanding job role requirements

In order to decide which CEFR level a particular job role needs you should think about what English skills are required and then match them up approximately with the table on page 4. You'll notice that many jobs do not require complete fluency in English. You'll also notice that sometimes the level of English needed will be different for the four different skills – for example a telesales role may need a high level of Speaking and Listening, but a lower level of Reading and Writing is acceptable. You could therefore require a C1 in Speaking and Listening, but a B1 in Reading and Writing.

Cambridge English can provide bespoke consultancy for your business for the most precise recommendations of the English levels that you should set for different job roles within your business.

See more information:
[cambridgeenglish.org/employers](https://www.cambridgeenglish.org/employers)







Using the CEFR in the workplace

The **CEFR's Companion Volume** (published by the Council of Europe in 2020) provides many illustrative descriptors of what people can do in a language depending on which level they are at. Because this is a very long document, we have provided some **examples** of what people in a **work environment** can do in the four English skills tested in Linguaskill, at different CEFR levels.

How people can be expected to use English at each level

A typical person at this level would usually be able to do the following in English ...

CEFR Level	 Listening	 Reading	 Speaking	 Writing
C1 and above	<ul style="list-style-type: none"> Understand presentations about unfamiliar work matters. Understand the implied attitudes in what they're listening to. 	<ul style="list-style-type: none"> Understand formal, specialised content of emails and letters. Understand the implied attitudes in what they're reading. Understand operating manuals. 	<ul style="list-style-type: none"> Give information about complicated or unfamiliar work topics. Justify their opinions. 	<ul style="list-style-type: none"> Write well-formed formal emails and letters. Write more developed and/or complex reports. Take detailed minutes in meetings.
B2	<ul style="list-style-type: none"> Understand informal conversations around them. Understand instructions on how to do something. Understand more complex presentations about familiar work matters. Recognise misunderstandings in online/video interactions. 	<ul style="list-style-type: none"> Understand detailed instructions on how to do something. Understand more complex reports about familiar work matters. 	<ul style="list-style-type: none"> Speak about their own work in a formal way. Give instructions on how to do something. Explain data from graphs, diagrams, charts etc. about their own work. Take part actively in online/video discussions. 	<ul style="list-style-type: none"> Write a report which evaluates different options. Make notes in meetings about their own work.
B1	<ul style="list-style-type: none"> Understand presentations or product demonstrations about familiar work. Understand the main points in a discussion about familiar work matters. 	<ul style="list-style-type: none"> Understand straightforward formal emails about their own work. Understand simple reports about their own work. Understand descriptions of goods in brochures and websites. 	<ul style="list-style-type: none"> Give factual information about their own work. Give simple opinions on familiar work matters. 	<ul style="list-style-type: none"> Write simple emails for work purposes. Write a brief report with basic factual information.
A2	<ul style="list-style-type: none"> Understand information using numbers, times, costs etc. Understand a well-structured, slowly delivered presentation. 	<ul style="list-style-type: none"> Understand signs and notices in the workplace. Understand booking confirmation emails, additional details in meeting requests, etc. 	<ul style="list-style-type: none"> Greet people professionally. Give a short, basic work presentation. 	<ul style="list-style-type: none"> Write about their job in a simple way.
A1	<ul style="list-style-type: none"> Understand very basic information, if visual information (pictures, signs etc.) are also used. 	<ul style="list-style-type: none"> Understand short, simple emails and meeting invitations/requests (e.g. proposing what to do, when and where to meet). 	<ul style="list-style-type: none"> Take part in a very basic routine conversation, spoken slowly. 	<ul style="list-style-type: none"> Fill in forms with basic personal information.

Remember that these are just examples to give an indication of what a person at a particular level could do. They will be able to do more things in English than just these! It's also assumed that a learner at a particular level could do all the things at the lower levels too.

How do I measure someone's CEFR level?

Linguaskill is an online test that helps you identify if applicants or employees have the right level of English to perform effectively. It tests all four language skills – speaking, writing, reading and listening – and provides the candidates' CEFR level and Cambridge English Scale score for each. This will give you the confidence to make effective decisions on recruitment, training, promotion and role benchmarking (the process of setting a CEFR level for each job role in your organisation). Linguaskill has the following benefits:



Accurate and easy-to-read results

Aligned to the CEFR



Test anytime, anywhere

Flexible testing, when and where you want



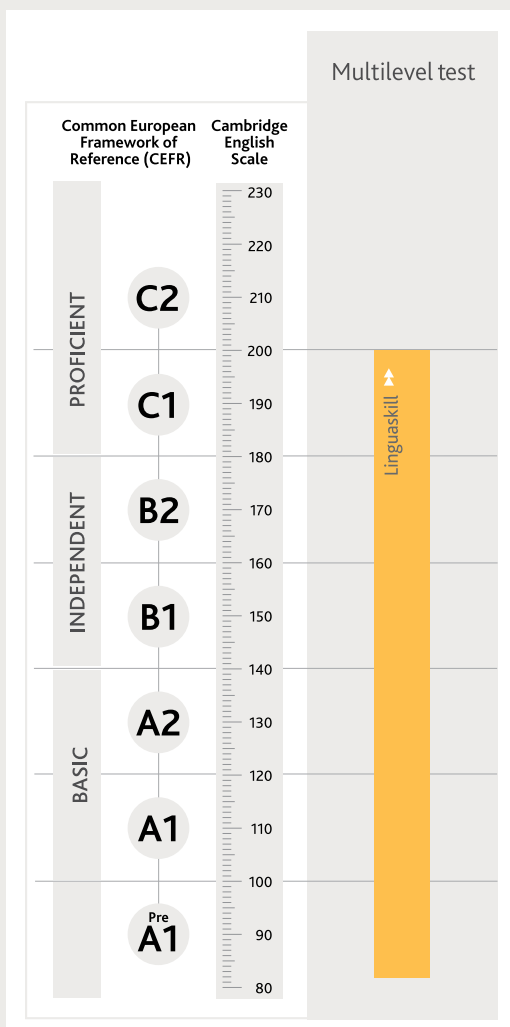
Powered by artificial intelligence for fast results

Results in 48 hours



Easy to administer

1-minute set-up time



Linguaskill and the CEFR

Cambridge English makes sure that Linguaskill is aligned to the CEFR levels, meaning that you can trust that your candidates are getting accurate results. For more information on how we do that, [watch our video](#).

Cambridge English has been involved in the creation and development of the CEFR since its inception, collaborating with the Council of Europe. We have taken part in the research and development that led to the original 2001 publication as well as the new 2020 Companion Volume to the CEFR.

Linguaskill also reports using the Cambridge English Scale, allowing a more granular understanding of a candidate's performance in a skill. You can see how the Cambridge English Scale matches with the CEFR levels the diagram on the left.

So for example, CEFR Level B2 corresponds to Cambridge English Scale scores of between 160 and 180. So someone who scored 175, for example, will have scored higher than someone with a score of 165, although both are considered to be CEFR Level B2.

How Linguaskill reports CEFR levels

Linguaskill results are presented in a clear and easy-to-understand Test Report. The Report will show you:

Linguaskill Institution: Example Institution
Username: candidate@example.com

Test Report 5 Linguaskill General

Candidate name: Example Candidate Candidate number: [redacted]

Date of birth: 01 January 2000 Organisation: Example Organisation

2 Average Score: 178 CEFR Level: B2

1 Skill: Listening Test Date: 10 March 2020 Score: 180+ CEFR Level: C1 or above

3 Skill: Reading Test Date: 10 March 2020 Score: 180+ CEFR Level: C1 or above

4 Skill: Speaking Test Date: 10 March 2020 Score: 166 CEFR Level: B2

Skill: Writing Test Date: 10 March 2020 Score: 177 CEFR Level: B2

Cambridge Assessment English

- 1 the CEFR level for each skill tested and a Cambridge English Scale score
- 2 an overall CEFR level and Cambridge English Scale score if more than one skill has been taken
- 3 a graphical representation of the test taker's ability within a CEFR level
- 4 an explanation of what each score means in terms of English language ability – you can see where test takers have performed well, and where they can improve
- 5 whether the candidate took the General or Business test

The front of the Test Report Form shows the candidate's CEFR level in each skill, and a brief description of what that means.

The back of the Test Report Form shows the range of descriptions at each of the levels.

CEFR Level

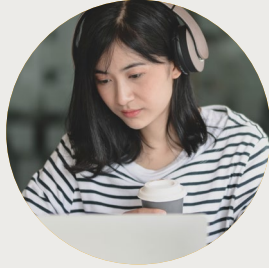
B2

Can write clear and detailed texts on a range of subjects, which follow standard layout and paragraphing conventions.

B2 C1 or above

Speaking		
Proficient User	C1 or above	Can produce clear, detailed descriptions on a variety of complex topics.
Independent User	B2	Can produce clear, detailed descriptions on a variety of familiar topics.
	B1	Can produce straightforward descriptions on a variety of familiar topics.
Basic User	A2	Can produce a short series of simple phrases and sentences on familiar topics.
	A1	Can produce simple, mainly isolated phrases, on very familiar topics.

Case studies



Julia Lee

Julia is graduating from university in Kuala Lumpur, Malaysia. Her degree is in History and Economics and she is looking for work in the corporate sector. Her professional interests lie in international trade and politics. She has studied English as part of her degree programme and has obtained an average score of B2 in Linguaskill Speaking, Writing, Listening and Reading. She is starting to apply for jobs and wants to be able to explain to prospective employees what she is able to do with her English skills.

Would you employ Julia?

Look back at the table and at the sentences which describe what someone with a B2 level of English can do. Does that fit with what your employees need to do in English, at the minimum? (Of course, you will also need them to do things at the lower levels: B1, A2 and A1, but you don't need them to do things at the C1 level). If so, Julia might be a good fit for you, because these statements more or less reflect Julia's level of English.

Of course, each person is unique and their English level of language proficiency is unique to them too, so it's possible that even if they are generally at a particular CEFR level, they won't be able to do everything at that level. But it gives you a good general idea of what they should be able to do in English; and that will give you a good idea of whether they would be suitable for the job.




Marco Jiminez

Marco is a Sales Manager working in Mexico for an international pharmaceuticals company. He is finding that he needs to communicate in both written and spoken English on an increasingly regular basis, and has attended English language training both at his company and through private classes. He's recently got an average score of B1 in Linguaskill by getting a score of B1 for Speaking, B1 for Listening and B1 for Reading, but an A2 for Writing. He wants to demonstrate to his boss how he will be able to use his language skills.

As Marco's boss, what could you let him do, and what help does he need?

You can tell straightaway that Marco's level of English is not as high as Julia's (B1 is lower than B2); and that Marco is weaker in writing English than in the other skills (A2 is lower than B1). Being B1 level in Listening, for example, suggests that Marco 'can understand presentations or product demonstrations about familiar work' (the pharmaceuticals that he knows about). That is helpful as it means that you could send Marco to a trade exhibition held in English, and he would be able to cope. However, his writing skills are weaker and his language training courses should focus on this area in order for him to improve – especially as he needs to write in English for his work.



We help people learn English and prove their skills to the world

Discover more:

cambridgeenglish.org/linguaskill


We are Cambridge Assessment English. Part of the University of Cambridge, we help millions of people learn English and prove their skills to the world.

For us, learning English is more than just exams and grades. It's about having the confidence to communicate and access a lifetime of enriching experiences and opportunities.

With the right support, learning a language is an exhilarating journey. We're with you every step of the way.


Cambridge Assessment English
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA
United Kingdom

 cambridgeenglish.org

 [/cambridgeenglish](https://www.facebook.com/cambridgeenglish)

 [/cambridgeenglishtv](https://www.youtube.com/cambridgeenglishtv)

 [/cambridgeeng](https://twitter.com/cambridgeeng)

 [/cambridgeenglish](https://www.instagram.com/cambridgeenglish)

 [/cambridge-assessment-english](https://www.linkedin.com/company/cambridge-assessment-english)

Not for sale

All details are correct at the time of going to print in May 2021.

This document was initially designed for print and as such does not reach accessibility standard WCAG 2.1 in a number of ways including missing text alternatives and missing document structure.

If you need this document in a different format contact BrandAdmin.C@cambridgeenglish.org telling us your name, email address and requirements and we will respond within 15 working days.

Copyright © UCLES 2021 | CER/6700/V1/MAR21



* 7831573584 *