



# Level B1 Framework | Annex | Manual on inclusive L2 education for social and digital participation

**eMATES | Empowering migrant-backgrounded marginalised adults in e-government  
access through foreign language education by language educators training**



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## Level B1 Framework



### Healthcare Access and Appointments | How to book a doctor's visit online

Skill Area	Sub-skill	Description of Expected Competence (CEFR B1)
<u>Comprehension</u>	<u>Listening</u>	Can understand recorded or live explanations from health services, e.g., "You must first select your family doctor from the portal," "Appointments are available only on Tuesday mornings," "Please upload your vaccination certificate." Can follow longer automated phone instructions.
	<u>Reading</u>	Can understand simple instructions on health portals, such as "Choose a specialist," "Available dates," "Enter your health insurance number," and "Download medical documents." Recognizes more complex vocabulary such as "referral," "prescription," and "insurance coverage."
<u>Speaking</u>	<u>Interaction</u>	Can interact more confidently in healthcare settings, explaining simple health issues or preferences for appointment times. Can ask for clarification in case of confusion, e.g., "Can you explain this part of the form?" or "Is there a doctor available tomorrow?"
	<u>Oral Production</u>	Can give clear information when booking an appointment, such as "I need an appointment with a specialist for a follow-up" or "I would prefer an afternoon appointment." Learners can also ask questions such as: "What documents do I need to bring?"
<u>Writing</u>	<u>Written Production</u>	Can fill out more detailed online forms for appointments, including personal information, health symptoms, and preferred times. Can write simple sentences and questions to clarify health-related details on forms, such as "I need a doctor for my knee pain."

**Why it's needed:** At **B1**, migrants must not only **book and confirm appointments**, but also **interpret instructions, handle unexpected changes, and communicate health needs** in greater detail. Autonomy in e-health services is critical for full integration.

#### Digital Literacy Focus:

- Navigating **regional/national health portals** to book and modify appointments.
- Comparing doctors and service options online (availability, location).
- Uploading medical certificates or vaccination records.
- Downloading and interpreting **appointment confirmations, receipts, and test results**.
- Managing **online rescheduling** and cancellations.

#### L2 Literacy Focus:

- Expanding vocabulary: specialist, certificate, referral, symptom, vaccination, test result, appointment slot, confirmation email.
- Understanding **longer instructions and medical-related texts**.
- Producing **short, structured explanations of health conditions**.
- Writing **clear, polite digital requests** for rescheduling, uploading documents, or confirming visits.



## Job Search and Employment Services | Navigating national job portals

Skill Area	Sub-skill	Description of Expected Competence (CEFR B1)
<u>Comprehension</u>	<b>Listening</b>	Can follow explanations from employment services staff or tutorials, e.g., "To apply for this position you must upload a CV and motivation letter," "Check the closing date before submitting," or "Select job offers that match your profile." Can understand more complex recorded help-desk instructions.
	<b>Reading</b>	Can read and understand <b>short job advertisements</b> in detail, identifying tasks, skills, and contract terms. Can <b>interpret portal notifications</b> ("Your application is incomplete," "Your profile has been updated," "Deadline extended"). Can follow step-by-step online guides for creating a digital CV. Can read and understand training offers dedicated to improve one's current pattern, and develop applications on dedicated e-government portals.
<u>Speaking</u>	<b>Interaction</b>	Can ask and answer <b>more developed questions</b> in an employment office or helpline, e.g., "Is experience in customer service required for this role?", "Can I upload more than one CV?" Can participate in short but clear dialogues with employers or advisors.
	<b>Oral Production</b>	Can present personal experience and skills in connected speech: "I worked three years as a warehouse assistant, where I was responsible for deliveries and stock control. Now I want to find a full-time position in logistics." Can explain preferences and career goals.
<u>Writing</u>	<b>Written Production</b>	Can fill out <b>detailed digital application forms</b> , including work history, references, and motivation. Can write short, polite emails or portal messages to employers: "Dear Sir/Madam, I am interested in the advertised position. Please find attached my CV. I am available for an interview at your convenience."

**Why it's needed:** At **B1**, migrants are expected not just to register and apply, but to **use job portals strategically, interpret requirements, and engage in structured communication with employers or institutions.**

### Digital Literacy Focus:

- Creating and updating **online profiles** with education, work experience, and skills.
- Using **filters** to identify relevant opportunities (sector, skills, contract length).
- Uploading and managing documents (CV, cover letter, certificates).
- Interpreting **system feedback** (incomplete applications, rejections, interview invitations).
- Following **application deadlines and submission rules.**

### L2 Literacy Focus:

- Expanding vocabulary: vacancy, requirement, qualifications, deadline, skills, interview, motivation letter, profile.
- Understanding and producing **structured professional texts** (job ads, application instructions, short cover notes).
- Engaging in **short, clear dialogues** with employment staff or potential employers.
- Presenting skills and experiences in **connected discourse** rather than isolated phrases.



## Managing Residency and Legal Documentation | Filling out residence permit forms

Skill Area	Sub-skill	Description of Expected Competence (CEFR B1)
<u>Comprehension</u>	<b>Listening</b>	Can follow <b>detailed explanations</b> in meetings, videos, or help-desk recordings, e.g., "To renew your residence permit you must upload proof of income and health insurance," "The application is valid only with all attachments." Can understand oral instructions on booking an online appointment.
	<b>Reading</b>	Can read and understand <b>official notices and online instructions</b> about permits: renewal deadlines, required documents, reasons for rejection. Can interpret <b>email or SMS notifications</b> ("Your application is pending," "Please upload missing documents"). Can follow <b>step-by-step portal guides</b> .
<u>Speaking</u>	<b>Interaction</b>	Can ask and answer <b>clear questions</b> at an office or helpline, e.g., "What happens if I miss the deadline?", "Can I upload a scanned copy of my passport?", "Where can I see the status of my application?" Can handle clarification requests with officials.
	<b>Oral Production</b>	Can explain personal/legal situation in connected speech: "I need to renew my residence permit because it will expire in two months," "I changed address and I must update the information online," "My passport is new and I want to update my application."
<u>Writing</u>	<b>Written Production</b>	Can fill in <b>detailed digital forms</b> (personal data, family members, employment, housing). Can write short, formal requests to institutions: "Dear Office, I would like to know if my residence permit has been approved. Please inform me of the next steps." Can provide short written explanations for missing documents.

**Why it's needed:** Managing residency and legal documentation is one of the most **critical and sensitive areas** for migrants. At **B1**, learners should be able to not only complete applications but also **understand formal procedures, handle problems, and communicate effectively with authorities**.

### Digital Literacy Focus:

- Logging in securely on official immigration or government portals.
- Filling out structured **online applications** (renewal, family reunification, change of address).
- Uploading scans of ID documents, proof of residence, and photos.
- Checking **system notifications** (missing documents, appointment confirmations).
- Downloading **receipts or proof of submission**.

### L2 Literacy Focus:

- Expanding vocabulary: renewal, expiry, deadline, permit, applicant, attachment, confirmation, appointment.
- Understanding **fixed expressions** on forms: "valid until," "reason for application," "supporting documents."
- Producing **short, polite written requests**.
- Managing **short dialogues** with officials about procedures.



## Online Banking and Secure Payments | Understanding terms and making digital transactions

Skill Area	Sub-skill	Description of Expected Competence (CEFR B1)
Comprehension	Listening	Can follow recorded explanations from banks or call centers, e.g., "To complete the transfer, confirm with a code sent to your mobile," "If the payment fails, check the account balance or try again later." Can understand spoken guidance about online fraud and secure payment steps.
	Reading	Can read and <b>interpret detailed digital texts</b> from banking portals: "Your transfer has been rejected due to insufficient funds," "Your credit card has been blocked," "Confirm your payment with two-factor authentication." Can understand <b>terms and conditions</b> of basic services.
Speaking	Interaction	Can ask and answer <b>structured questions</b> at a bank counter or helpline, e.g. "Can I increase my transfer limit online?", "How do I reset my password?", "What should I do if I don't receive the confirmation code?" Can explain simple problems and request solutions.
	Oral Production	Can describe financial needs or problems in connected sentences: "I need to transfer money abroad to my family every month," "I tried to pay my electricity bill online but the system refused the payment," "I want to block my card because I lost it."
Writing	Written Production	Can fill in <b>online forms for payments or transfers</b> with detailed information (recipient details, IBAN, reason for payment). Can write short, formal messages or emails: "Dear Bank, I would like to report a failed online payment. Please confirm if the transaction was cancelled." Can request written confirmation of actions.

**Why it's needed:** Online banking and secure payments are **essential for financial independence**. At **B1**, migrants should be able to **manage transactions, interpret error messages, handle online security procedures, and communicate clearly with banks or institutions**.

### Digital Literacy Focus:

- Logging into secure portals with two-factor authentication (codes, SMS, app notifications).
- Performing complex transactions (bill payments, international transfers, recurring payments).
- Downloading and saving digital receipts and transaction records.
- Understanding fraud warnings, system errors, and security updates.
- Managing online disputes or failed transactions.

### L2 Literacy Focus:

- Expanding vocabulary: transfer, transaction, receipt, insufficient funds, blocked, confirmation code, authentication, refund, security alert.
- Understanding longer written notifications and banking instructions.
- Producing formal, polite requests to banks or payment services.
- Explaining financial problems or requests in connected speech.



## Public Transport and Mobility Services | Purchasing digital tickets, checking schedules

Skill Area	Sub-skill	Description of Expected Competence (CEFR B1)
<u>Comprehension</u>	Listening	Can understand <b>longer announcements</b> in stations or online apps: "The train to Milan has been rerouted due to maintenance," "Tickets purchased online must be validated before boarding." Can follow spoken explanations on how to use subscriptions or discounts.
	Reading	Can read and interpret <b>detailed schedules, digital updates, and service notices</b> , e.g., "Service suspended due to strike," "Bus diverted via central station," "Monthly pass valid only on selected routes." Can follow <b>step-by-step app instructions</b> to book and pay for tickets.
<u>Speaking</u>	Interaction	Can ask and answer <b>clear, structured questions</b> in transport offices or at helplines, e.g., "How do I use the app to get a student discount?", "Can I change the date of my online ticket?", "Where can I download the receipt for my pass?"
	Oral Production	Can explain <b>travel needs and issues</b> in connected sentences: "I need to buy a monthly metro pass because I travel every day for work," "My online ticket didn't work yesterday, and the inspector asked me to pay a fine."
<u>Writing</u>	Written Production	Can complete <b>digital ticket purchases and registrations</b> with detailed input (passenger data, ID numbers, payment details). Can write short, polite messages: "Dear Customer Service, I would like to report that my online pass was not activated. Please advise on the procedure."

**Why it's needed:** Public transport is a **daily integration necessity**, and at **B1**, learners need to **handle disruptions, subscriptions, and more complex ticketing systems** while communicating issues clearly.

### Digital Literacy Focus:

- Using **transport portals and apps** for buying, renewing, and validating tickets.
- Managing **subscriptions and passes** (weekly, monthly, student, senior).
- Understanding and responding to **digital service alerts** (delays, strikes, reroutes).
- Downloading **digital receipts or QR codes** and presenting them correctly.
- Troubleshooting **errors with digital ticketing systems**.

### L2 Literacy Focus:

- Expanding vocabulary: subscription, route, delay, reroute, strike, receipt, QR code, inspector, validation, fine.
- Understanding **longer and more detailed notices/announcements**.
- Producing **short, formal written or spoken complaints** when digital systems fail.
- Explaining **travel routines and needs** in connected speech.



## Parenting and School Communication | Using school apps or platforms for children's education

Skill Area	Sub-skill	Description of Expected Competence (CEFR B1)
<u>Comprehension</u>	<u>Listening</u>	Can understand longer messages from teachers or school apps, e.g., "The meeting has been moved to Thursday," "Please upload the signed consent form," "Your child will start with a speech therapist next week." Can follow explanations on how to use digital gradebooks or support tools
	<u>Reading</u>	Can read and interpret detailed school communications: exam schedules, support plans, grade reports, and policy updates. Can understand formal notifications, e.g., "Your child receives additional learning support," "Please complete the online consent form."
<u>Speaking</u>	<u>Interaction</u>	Can discuss school matters in structured conversations, e.g., "I saw on the app that my son missed classes; could you explain why?", "How can I access the learning support plan online?"
	<u>Oral Production</u>	Can describe their child's needs or progress in connected speech, e.g., "My daughter finds homework difficult; she might need extra help," "My son has support classes on Tuesdays and Thursdays."
<u>Writing</u>	<u>Written Production</u>	Can write polite, structured messages in school apps or emails, e.g., "Dear Teacher, I saw a note about extra support. Could you tell me more about it?" Can complete digital forms for attendance, consent, or learning support.

**Why it's needed:** Effective communication with schools is vital for a child's success and integration. At **B1**, parents should be able to **understand official notifications, use digital school tools independently, and communicate proactively with teachers and administrators.**

### Digital Literacy Focus:

- Navigating **school apps, registers, and digital platforms** to track grades, homework, and attendance.
- Uploading and downloading **forms, assignments, and permission slips.**
- Managing **online payments** for meals, trips, or school services.
- Responding to **system notifications and updates.**
- Using **messaging functions in portals** for official communication.

### L2 Literacy Focus:

- Expanding vocabulary: attendance, consent form, report, specialist, support plan, session, feedback, confirmation.
- Understanding **longer written or spoken communications** from schools.
- Producing **short, structured explanations** of situations or requests.
- Writing **formal, polite messages and requests** about the child's progress to teachers or school offices.