



**Deaf Port: Developing European Language Portfolio for the  
Deaf and Hearing Impaired**

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## Working Draft v3 Descriptors for Deaf Port

Working draft v3 of self-assessment performance descriptors  
in a European Language Portfolio for  
Deaf and Hard of Hearing people

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## Deaf Port Descriptors v3

**Revised self-assessment statements: working draft** to be used in conjunction with the *Plzen Project Partners Workshop* document

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This document is the working draft of the revised Deaf Port self-assessment can-do statements, with the language adapted to meet the needs of Deaf and Hard of Hearing people who may have little familiarity with language learning and assessment concepts. It has been prepared following the Plzen Project Partners' Workshop concerned with the presentation of performance descriptors in the ELP for Deaf and Hard of Hearing people held in October 2009 in Plzen CZ.

The workshop resolved that a new set of descriptors be prepared and that all other documentation for the learners or ELP users should be re-written in the light of these principles, exemplified in *Plzen Project Partners Workshop*:

- use verbs rather than nouns - e.g. *know what someone is talking about* rather than *identify the topic*
- use concrete rather than abstract terms
- avoid long sentences with multiple embedded clauses
- keep clause connectors simple – e.g. *and, but, when*
- use active verbs rather than passive where possible
- when describing competence at higher levels, the language used may be a little more complex, but should remain as simple as possible. The use of simple language even at higher levels will allow learners at lower levels to recognise the progression of tasks through the scale
- to allow learners to have an overview of the whole scale

The descriptors below include a rationale, comments, and meta-statements about competence and skills as appropriate. After further discussion among project partners, these texts will be reconciled with the sample (one third of all descriptors) which came from the workshop and with the applied linguistic constraints embodied in the prevalent terminology of descriptors, to become part of the European Language Portfolio for the Deaf and Hard of Hearing people.

The detailed critical and comparative analysis of all existing versions of the self-assessment descriptors for Deaf Port are in the background document *Deaf Port Descriptors Interim Report 09*. It includes explanations of the underlying language proficiency concepts in the original descriptors and how these have been retained or modified in the rewritten descriptors.

## LISTENING A1

### Overview

As a deaf or hard of hearing person, when speech is clear enough or where I am able to lipread, I can

- (a) understand isolated words + identify topic
- (b) understand phrases
- (c) understand combinations of words + phrases + thus whole of a simple conversation
- (d) understand gist of personal/family conversation
- (e) understand gist of work conversation or conversation about immediate environment.

### Descriptors with Comments

- (a) I can understand just enough words in a short simple conversation to know what topic someone is talking about (e.g. family, friends, school, films, love).  
*Is there any value in referring to "spoken conversation" – to make explicit for those deaf and hard of hearing people for whom "manual conversation" - i.e. sign language - is the norm. This would more clearly exclude sign languages from being reported in the portfolio, but this appears to be the general direction taken in any case.*
- (b) I can understand a fair number of words and basic phrases in a short simple conversation, though I do not understand the whole meaning of the conversation.  
*Isolated elements, not necessarily whole conversation will be understood It seems sufficiently clear that the words and phrases will have been recently learnt rather than guessed from context etc. The contrast between fairly complete understanding where elements are familiar and partial understanding where there is unfamiliar material is further developed in (c) (d) and (e)*
- (c) When the words used are familiar, I can understand most details of a short, simple conversation about me and other people.  
*Understand the whole conversation where the elements are familiar – not sure that the concept of recombinations of familiar elements is very meaningful to the learner at this stage.*
- (d) Even when I don't know all the words, I can understand the important information in a short, simple conversation about someone's life and family.  
*Understand gist, missing some details – range of the conversation goes beyond what has already been learnt. More likely for listening that the topic will be someone else's family rather than the listener's.*
- (e) Even when I don't know all the words, I can understand the important information in a short, simple conversation about jobs or where people live and work.  
*Understand gist, missing some details – range of the conversation goes beyond what has already been learnt. May be about listener's job/surroundings or someone else's*

### Workshop examples

- (i) I can understand what someone is talking about (e. g. family, friends, school, films, love) in a short simple conversation.
- (ii) I can recognise familiar words from short and simple conversation. I can use those words to identify topics. know what someone is talking about in short and simple conversation.
- (iii) I can understand words and basic phrases when they occur in a short simple conversation  
I can understand basic phrases I learnt recently.
- (iv) I can understand a short, simple conversation about me and other people  
I can understand a short simple conversation about me and you. The conversation will include familiar words and phrases.  
I can understand a short, simple conversation about my life and my family
- (v) I can understand a short, simple conversation about where I live and where I work  
I can understand about my work and my surroundings.

## LISTENING A2

### Overview

As a deaf or hard of hearing person, when speech is clear enough or where I am able to lipread, I can understand

- (a) short personal + family conversation including past + future
- (b) short job conversation including past + future
- (c) directions to a place if not too long + complicated
- (d) short public announcements – deaf + hard of hearing people may need support
- (e) short extracts from TV and film – deaf + hard of hearing people may need support

Grammatical coverage here expands to include past and future rather than just present.

Circumstances of use expand to include the beginning of understanding announcements and broadcast/film media rather than just face to face, though considerable support is needed here for deaf people – this aspect only partly reflected by revisers in Plizen.

### Descriptors with Comments

(a) I can understand a short conversation about daily life and family (mine and other people's). The conversation includes simple information about past events and future plans.

*Not just listener's life, but also speaker's. Not sure about simple references to past events and future plans at this stage – these are definitely called for at B1 and I assume that reference is being made to receptive knowledge at the previous level, A2. I think this is working at cross purposes to the idea of the spiky profile, that someone might reasonably be expected to speak at A2 and listen at B1. I'd suggest removing the references at this level as this will help to make A2 and B1 more distinct.*

(b) I can understand a simple description of someone's job or studies. The conversation includes simple information about past events and future plans.

*Remove reference to past events and future plans at this level?*

(c) I can understand when someone explains how to find a nearby place, (for example shop, bank, or station). I may need to ask again on the way.

*Short directions – more complex routes will need to be broken into stages.*

(d) I can understand a public announcement in a station, airport, or store.

*Tannoy announcements are an issue, though solutions may be different for deaf and for hard of hearing .*

*As a deaf or hard of hearing person, I may need to see the speaker's face to lipread. When the announcement comes over a loudspeaker, I can still understand if someone with me repeats the announcement to me.*

*As a hard of hearing person, I may be able to understand a loudspeaker announcement if the sound quality is good enough. I may also be able to use an assistive device, for example a hearing loop.*

(e) I can understand short conversations or talks from television or film.

*As a deaf or hard of hearing person, I may need to use subtitles or watch a speaker's face and lipread. When there are no subtitles or when I cannot see the speaker's face, I can still understand if someone with me repeats the information to me.*

*As a hard of hearing person, I may be able to understand if the sound quality is good enough. I may also be able to use an assistive device, for example a hearing loop.*

*Difficult to find an everyday generic term for "monologues" – announcements is too specific and not a very high frequency word, commentaries is also low frequency.*

*Speeches is a possible alternative, though perhaps too specific in meaning. An alternative might be as suggested in Plizen "I can understand people talking briefly on television or film" - not sure if concepts like "talk briefly"/ "talk at length" are genuinely simpler to understand than "a short conversation"/ "a longer conversation"*

### Workshop examples

- (i) I can understand a short conversation about my life and my family. The conversation includes past events and future plans.
- (ii) I can understand a simple description of someone's job or studies. The conversation includes past events and future plans.
- (iii) I can understand someone explaining how to find a nearby place (how to get to the store, bank, school)
- (iv) I can understand an announcement to passengers in a station, airport, or store
- (v) I can understand short dialogues from television through the means of subtitles, finger spelling, lip-reading

## LISTENING B1

### Overview

As a deaf or hard of hearing person, when speech is clear enough or where I am able to lipread my listening has developed:

- (a) longer personal + family conversation including past + future + opinions
- (b) longer job conversation including past + future
- (c) full description and discussion of where someone lives
- (d) set of instructions – e.g. how to work a machine, bake a cake
- (e) longer extracts from TV and film – deaf + hard of hearing people may need support

### Descriptors with Comments

- (a) I can understand people talking about themselves and their families. This includes their opinions, things that have happened and things they plan to do.  
*Key difference from A2 appears to be the presence of opinions as well as greater length (no longer “a short conversation”) For linguistic simplicity I would choose not to emphasize “a medium length conversation” etc.*
- (b) I can understand someone describing their job or studies in some detail. This will include their opinions, things that have happened to them and things they plan or hope to do.  
*Not sure if users will readily distinguish straightforward (B1) from complex (B2) opinions, but probably worth retaining the distinction.  
Describing a personal experience is somewhat less demanding than describing a past event in the abstract. Perhaps this could form the basis of a distinction between B1 and B2?*
- (c) I can understand someone talking in some detail about the area they live in. This includes its good and bad points.  
*Probably better “area”, although a low frequency word, rather than “place” or “where they live” which I think might imply only “house”*
- (d) I can understand spoken instructions, for example how to use a machine or prepare a simple meal.
- (e) I can understand longer conversations or talks from television or film.  
*Perhaps good to refer explicitly to “longer” conversations in contrast to A2?  
As a deaf or hard of hearing person, I may need to use subtitles or watch a speaker’s face and lipread. When there are no subtitles or when I cannot see the speaker’s face, I can still understand if someone with me repeats the information to me.  
As a hard of hearing person, I may be able to understand if the sound quality is good enough. I may also be able to use an assistive device, for example a hearing loop.*

### Workshop examples

- (i) I can understand what people say about themselves and their families. I can understand past events and future plans.
- (ii) I can understand people describing their jobs and studies including key facts. I can understand information and opinions.
- (iii) I can understand what is said when someone talks about their local area, good and bad points. I can understand a set of instructions for operating a machine.
- (iv) I can understand TV and films with on-screen subtitles.
- (v) I can understand opinions and different views on these topics

## LISTENING B2

### Overview

As a deaf or hard of hearing person, when speech is clear enough or where I am able to lipread

- (a) extended personal + family conversation including past + future + opinions + speculation
- (b) extended discussion of work issue including past + future + detailed reasoning
- (c) keep up with rapid conversation
- (d) advice and reasons for this in familiar area
- (e) debate/argument with reasoning from TV and film – deaf + hard of hearing people may need support

Characteristic of B2 is the ability to understand detailed and complex everyday issues

### Descriptors with Comments

(a) I can understand someone speaking at length, when they give everyday personal information and opinions. They discuss past events and future plans, and talk about what might happen.

*A1 short simple conversation*

*A2 short conversation*

*B1 conversation*

*B2 extended conversation/ conversation at length*

(b) I can understand when someone talks in considerable detail about a job- or study-related problem. They talk about past experience and future hopes and give opinions which they explain with quite complex reasons.

*B1 some detail B2 considerable detail, complex reasons*

(c) I can understand a discussion about a local or national issue where people speak quickly.

*Rapid conversation new element at B2*

(d) I can understand someone giving advice about how to deal with a problem that I know something about. I can also understand the reasons they give for different possible ways of dealing with the problem.

*B2 advice and reasons in a familiar area*

*Not sure how much this should be personalized at B2 – At this level, listener should be able to deal with advice in the abstract rather than just pertaining to the listener's own problems*

(e) I can understand people discussing an issue I know about in a film or on TV. The discussion includes points for and against different possibilities.

*As a deaf or hard of hearing person, I may need to use subtitles or watch a speaker's face and lipread. When there are no subtitles or when I cannot see the speaker's face, I can still understand if someone with me repeats the information to me.*

*As a hard of hearing person, I may be able to understand if the sound quality is good enough. I may also be able to use an assistive device, for example a hearing loop.*

*Not sure it is necessary to preserve the fine distinction between presenting and discussing*

## LISTENING C1

### Overview

As a deaf or hard of hearing person, when speech is clear enough or where I am able to lipread

- (a) extended conversation with wide range of topics + frequent topic change
- (b) detailed discussion of professional/technical issue in own field
- (c) appreciate normal humour/irony
- (d) specialized advice and reasons for this in familiar area
- (e) debate/argument on familiar specialized issue with reasoning from TV and film – deaf + hard of hearing people may need support

Characteristic of C1 is the ability to understand complex specialized issues when the topic is reasonably familiar

### Descriptors with Comments

- (a) I can understand when people are having a long general conversation. They cover a wide range of topics and change topics frequently.  
*B2 rapid conversation, C1 rapid conversation with many and rapid topic changes*
- (b) I can understand when someone talks in detail about a complex professional or technical issue that I know something about.  
*B2 job or study related issue C1 Complex professional/technical issue (familiar area)*  
*C2 Complex professional/technical issue (unfamiliar area)*
- (c) In any conversation, I can understand humour or irony that the average native speaker would normally understand.  
*C1 Can understand humour or irony reasonably obvious to most native speakers*  
*C2 Can understand more subtle humour/irony that some native speakers would miss*
- (d) I can understand someone giving advice about a specialised problem in an area I know about (e.g. health, taxation etc). I can also understand the reasons they give for different possible ways of dealing with the problem.  
*B2 advice and reasons in a familiar area*  
*C1 advice and reasons in a specialised area*
- (e) I can understand people discussing the points for and against a complex specialized issue (e.g. social, economic, etc) on TV or in a film, where I have some knowledge of the topic. I can understand the reasons they give for their opinions.  
*As a deaf or hard of hearing person, I may need to use subtitles or watch a speaker's face and lipread. When there are no subtitles or when I cannot see the speaker's face, I can still understand if someone with me repeats the information to me.*  
*As a hard of hearing person, I may be able to understand if the sound quality is good enough. I may also be able to use an assistive device, for example a hearing loop.*

## LISTENING C2

### Overview

As a deaf or hard of hearing person, when speech is clear enough or where I am able to lipread:

- (a) extended conversation any topic even unfamiliar topic
- (b) detailed discussion of professional/technical issue in unfamiliar field
- (c) appreciate subtle/esoteric humour/irony
- (d) specialized advice and reasons for this in unfamiliar area
- (e) debate/argument on unfamiliar specialized issue with reasoning from TV and film – deaf + hard of hearing people may need support

Characteristic of C2 is the ability to understand complex specialized issues even when the topic is unfamiliar.

As a deaf or hard of hearing person, I may need to use subtitles or watch a speaker's face and lipread. When there are no subtitles or when I cannot see the speaker's face, I can still understand if someone with me repeats the information to me.

As a hard of hearing person, I may be able to understand if the sound quality is good enough. I may also be able to use an assistive device, for example a hearing loop.

### Descriptors with Comments

- (a) I can understand a long conversation on any topic even where the content is unfamiliar to me.
- (b) I can understand when someone talks about any complex professional or technical matter even where the topic is unfamiliar to me. This includes highly specialised vocabulary and references,
- (c) In any conversation, I can understand humour, irony and cultural references that not all native speakers would understand.
- (d) I can understand when people suggest solutions for any specialised problem. This could involve a wide range of topics (e.g. scientific, philosophical) that might not be familiar to me. The reasons they give for the recommended solution may be complex.
- (e) I can understand people discussing the points for and against any complex specialised issue (e.g. social, economic, etc) on TV or in a film, even when the topic is unfamiliar to me.

## **SPOKEN INTERACTION A1**

### **Overview**

When carrying out these tasks, I use a small repertoire of familiar questions and answers, sometimes single words.

When doing these tasks, I use a small number of familiar questions and answers, sometimes single words.

As a deaf or hard of hearing person, when speech is clear enough or where I am able to lipread:

- (a) set phrases
- (b) give one word/phrase answers to personal questions
- (c) get goods/services no complications
- (d) get basic info no complications
- (e) give basic info no complications

### **Descriptors with Comments**

- (a) I can have a very short conversation using common set phrases, such as greetings.
- (b) I can give short answers to questions about who I am, where I come from, my family and job.  
*Avoid "what I do" - idiomatic*
- (c) I can get basic things I need (e.g. food, tickets) where getting them is not complicated.  
*or "where the other person can give me exactly what I want"*
- (d) I can get basic information (e.g. times, places) where the answer is simple.
- (e) I can give basic information (e.g. times, places) where the answer is simple.

## SPOKEN INTERACTION A2

### Overview

When carrying out these tasks, I use short, familiar phrases and learnt sentence forms, but am not yet able keep the conversation going myself.

When doing these tasks, I can use short phrases and sentences I have learnt. I don't know enough language to keep the conversation going for very long.

As a deaf or hard of hearing person, when speech is clear enough or where I am able to lipread:

- (a) short personal info dialogue
- (b) short dialogue about work/studies
- (c) get goods/services small complications
- (d) get basic info one follow-up question to clarify
- (e) give basic info one follow-up question to clarify

### Descriptors with Comments

(a) I can have a short conversation about myself, my family and where I come from. I can ask other people about these things.

*I think at A2 a speaker can probably also ask someone else about themselves, their family and their origins.*

(b) I can ask and answer simple questions about work or school.

(c) I can get basic things I need (e.g. food, tickets). I can also deal with simple problems (e.g. there are several choices) when they explain it to me slowly and clearly.

*I think "they don't have what I want" is a bigger problem, dealt with at B1*

(d) I can get basic information (e.g. times, places). I can check that I have understood correctly (e.g. by asking people to repeat what they said or by asking a simple follow-up question).

(e) I can give basic information (e.g. times, places). I can check that others have understood what I said (e.g. by asking a simple follow-up question).

### Workshop examples

(i) I can take part in a short dialogue about me, my family and where I come from

I can talk with others about myself, my family and where I come from.

(ii) I can exchange simple information about my current work or studies.

I can talk with other about what I do at work or school.

(iii) I can buy everyday things e. g. food, clothes, tickets). I can cope with choices that I didn't expect, when described clearly and slowly.

I can buy everyday things e.g. food, tickets). I can also deal with simple problems e.g. they don't have what I want) when they explain it to me slowly and clearly.

(iv) I can obtain basic information e. g. time, location) and ask for clarification e. g. by repetition of information or simple questions)

I can ask for basic information e.g. what the time is, where something is). I can check that I have understood correctly e.g. by asking people to repeat what they said).

(v) I can give basic information e. g. time, locations) and ask for clarification e. g. by repetition of information or simple questions)

I can give basic information (e.g. what the time is, where something is). I can check that others have understood what I said (e.g. by asking questions)

## **SPOKEN INTERACTION B1**

### **Overview**

Characteristics of B1 are

- ability to generate sentences
- sufficient comprehension and language range to keep a conversation going
- ability to give opinions and straightforward reasons
- ability to deal with past and future as well as present

When carrying out these tasks, I use a variety of straightforward sentences I can put together myself.

When doing these tasks I can create a range of simple sentences from words and phrases I know. I know enough language to keep a conversation going.

As a deaf or hard of hearing person, when speech is clear enough or where I am able to lipread:

- (a) sustained personal info + opinion dialogue
- (b) sustained info + opinion dialogue about work/studies
- (c) get goods/services significant complications
- (d) get basic info several follow-up questions to clarify
- (e) speak about + understand past events, future hopes + plans

### **Descriptors with Comments**

(a) I can keep a simple conversation going about family, people and places. I can give opinions and briefly say why I think that way.

(b) I can keep a simple conversation going about work or studies. I can give opinions and briefly say why I think that way.

*Probably a little more demanding to have a 2-way conversation about work/study rather than reel off a prepared piece, but should be within scope of B1*

(c) I can get what I need when travelling. I can also deal with problems (e.g. they don't have what I want, they brought me the wrong thing, something doesn't work).

I can say why I prefer something.

(d) I can give and get basic information (e.g. times, places) When what someone says is not clear I can ask for an explanation. When someone doesn't understand my answer, I give it in another way.

*Seemed to need distinguishing from A2 – a simple follow-up question, B1 several follow-up questions*

(e) In a conversation about daily life and work I can talk and understand about past events and future hopes or plans.

*"Past experiences" is a little more personalized (and therefore lower in language level) than "past events" which seems preferable*

### **Workshop examples**

- (i) I can make a simple conversation about who I am and what I do, with reasons.
- (ii) I can talk about my work or studies, giving opinions.
- (iii) I can get goods or services dealing with unknown or difficult situations by discussing what I want.
- (iv) I can discuss basic information (e.g. time and location) and ask for more information.
- (v) I can describe and understand past experiences and future hopes or plans.

## SPOKEN INTERACTION B2

### Overview

Tasks (d) and (e) relate to competences which may emerge during the performance of any of (a), (b) or (c).

As a deaf or hard of hearing person, when speech is clear enough or where I am able to lipread:

- (a) fluent personal info + opinion dialogue including past + future
- (b) fluent info + opinion dialogue about work/studies including past + future
- (c) fluent opinion dialogue about current affairs including justified opinion, past + future
- (d) understand implied information + change direction based on non-verbal signals
- (e) create circumlocution for unknown words with effort

**For simplicity I suggest removing text about d and e being demonstrated during performance of a, b and c.**

### Descriptors with Comments

(a) I can talk fluently with one or two other speakers about family, people and places. I can give opinions and explain them in detail. I can talk in detail about past events and future plans.

*B1 is a basically sustained conversation, B2 is a fluent conversation*

*I would agree that the term "fluent" should be understood by anyone with any experience of language learning*

(b) I can talk fluently with one or two other speakers about work or studies. I can give opinions and explain them in detail. I can talk in detail about past events and future plans.

(c) I can talk fluently with one or two other speakers about topics of current interest (e.g. familiar news items). I can give opinions and explain them in detail. I can talk in detail about past events and future possibilities.

(d) I can understand some information that people imply but do not say directly. I can change the way I talk to others because of what I learn from their bodily stance, gestures and facial expression.

*Not sure this is really linguistic competence, though perhaps having the flexibility to change gear in response to changes in tone would be. Speakers at the lowest levels can make effective use of gesture, whereas some relatively advanced speakers are fairly oblivious to it – ability to pick up on non-verbal signals is not necessarily related to language proficiency*

(e) With some effort, I can normally get a meaning across even if I do not have the exact expression.

### Workshop examples

- (i) I can confidently join in with one or two speakers talking about myself and general topics.
- (ii) I can confidently talk with one or two speakers about work and leisure using opinions, past experiences and future plans.
- (iii) I can confidently talk with one or two speakers about news and politics justifying opinions, past events and future possibilities.
- (iv) I can understand and take part in advanced conversation including casual remarks.
- (v) I can get a meaning across even if I do not have the exact expression.

## **SPOKEN INTERACTION C1**

### **Overview**

Checklist tasks (tasks (d) and (e) relate to competences which may emerge during the performance of any of (a), (b) or (c)). As a deaf or hard of hearing person, when speech is clear enough or where I am able to lipread:

- (a) active in wide ranging social small group conversation
- (b) active in professional small group conversation, use specialized vocabulary
- (c) active in current affairs small group conversation use specialized vocabulary
- (d) follow conversation and think about own arguments at the same time
- (e) create circumlocution for unknown words without much effort

**Suggest removing text about d and e being demonstrated during performance of a, b and c.**

### **Descriptors with Comments**

- (a) I can take an active part in a small-group social conversation where there is a wide range of topics. I can give suitable answers to points other speakers make.
- (b) I can take an active part in a work or study conversation and give suitable answers to points other speakers make. I can freely use vocabulary specific to this work or study area.

*“vocabulary” is I think a more familiar word to learners than “terms”.*

*Talking about one’s work and studies is I think a much lower level than engaging in a work or study based conversation*

- (c) I can take an active part in a conversation on a topic of serious current interest, (e.g. scientific, philosophical) and give suitable answers to points other speakers make. I can freely use vocabulary specific to this topic.

- (d) In a conversation, I can listen to and understand other people’s complex reasoning and at the same time develop my own arguments.

- (e) In a conversation, I can usually understand meanings that other speakers imply but do not state directly. If I don’t know the exact expression for something I want to say I can quickly invent an alternative.

*Again, I’m not sure awareness of non-verbal signals is really connected with C1 proficiency.*

## **SPOKEN INTERACTION C2**

### **Overview**

Checklist tasks (tasks (d) and (e) relate to competences which may emerge during the performance of any of (a), (b) or (c)). As a deaf or hard of hearing person, when speech is clear enough or where I am able to lipread:

- (a) active in any social small group conversation even unfamiliar topics, understand idioms, colloquialisms and implied meanings
- (b) active in any professional small group conversation, even unfamiliar topics, understand idioms, colloquialisms, implied meanings + technical vocabulary
- (c) active in current affairs small group conversation even unfamiliar topics, understand idioms, colloquialisms, implied meanings + academic vocabulary
- (d) keep up with fast conversation in large group – deaf and hard of hearing people may need some support

Only 4 tasks at this level?

### **Descriptors with Comments**

- (a) I can take a full and active part in any general conversation. I can understand any type of expression other speakers use and give suitable answers to points they make. I can understand subtle meanings and attitudes that other speakers imply but do not state directly.
- (b) I can take a full and active part in any conversation about work or study. I can understand any type of expression other speakers use and give suitable answers to points they make. I can understand subtle meanings and attitudes that other speakers imply but do not state directly. I can understand and use a wide range of appropriate professional and technical language.
- (c) I can take a full and active part in any discussion of a topic of current interest, even when the subject (e.g. scientific, literary philosophical) is not familiar to me. I can understand any type of expression other speakers use and give suitable answers to points they make. I can understand subtle meanings and attitudes that other speakers imply but do not state directly. I can understand and use a wide range of appropriate academic language.
- (d) I can deal with fast paced discussions in larger groups. It will be helpful if speakers identify themselves clearly and speak one at a time.

## SPOKEN PRODUCTION A1

### Overview

**(a) On those occasions when you have a listening role, the conditions for Listening apply.**

**(b) when you speak, the people you are speaking to have reasonable means of understanding what you say in the mode you normally use.**

When I do these tasks, I can say a few words and short phrases I have learnt.

(a) words

(b) describe actions

(c) describe people/places/objects

(d) describe self/friend in a few sentences

(e) describe home in a few sentences

I think the difference between interaction and production will be obvious from the different descriptors used. Probably not necessary to spend time and effort spelling this out.

I think (b) is too abstract – if you need to say something about audience being able to understand a deaf or hard of hearing person, it needs to be more specific

### Descriptors with Comments

(a) I can say a few words for people, places or things I know. (e.g. a relative, a shop, a classroom object)

*I can understand the idea that a person is only able at this level to communicate in a classroom (supportive) environment. This is perhaps more true of spoken interaction than production. In a survival situation in the real world a person will use what few words they have and say "Give me bread" etc. , though I suppose this is "Spoken Interaction" rather than "Spoken Production"*

*Not sure we need to define a classroom situation explicitly here.*

(b) I can say what I and other people are doing. (e.g. working, eating, talking)

*This is admittedly largely a classroom activity. It's rare in real conversation to describe what a person is doing, though not unheard of. E.g. talking about an absent person "What's John doing today? He's visiting his parents." or indirectly asking the reason for someone's action "What are you doing, we have to leave. I'm just sending this email that Mr. Smith needs this morning." This is not necessarily a high priority for communicating at this level.*

(c) I can describe people, places or things I know. (e.g. a slim person, a noisy room, a heavy bag)

(d) I can describe myself and/or a friend in a few short sentences.

(e) I can describe my home in a few short sentences.

### Workshop examples

(i) I can say several words about familiar people, places or objects. (e.g. a relative, a shop, a classroom object, etc).

(ii) I can describe myself and others working, eating, talking, etc).

(iii) I can describe my home using short sentences

(iv) I can describe familiar people, places or objects. (e.g. slim person, noisy street, heavy meal).

(v) I can describe myself and/or a friend in a few short sentences.

## **SPOKEN PRODUCTION A2**

### **Overview**

When carrying out these tasks, I can keep going for 45-60 seconds combining familiar words and phrases into a series of sentences.

When I do these tasks, I can use short phrases and sentences I have learnt. I can keep speaking for 45-60 seconds.

- (a) introduce + describe self
- (b) describe family/friends
- (c) describe home/environment
- (d) describe education
- (e) describe job

I think we need to be careful about “combining familiar words and phrases into a series of sentences”. This sounds very similar to B1 where the learner can create their own sentences in the language. It’s very difficult I feel to make a distinction between simple reshuffling of sentence elements and genuine sentence creation clear to a learner doing self-assessment.

### **Descriptors with Comments**

- (a) I can introduce and describe myself.
- (b) I can describe my family or friends
- (c) I can describe where I live.
- (d) I can describe my education.
- (e) I can describe my present or most recent job.

## **SPOKEN PRODUCTION B1**

### **Overview**

When carrying out these tasks, I can keep going for 2-3 minutes. I can use longer sentences than in A2, e.g. by joining short sentences. I can comment on past events and future hopes and plans

When I do these tasks I can create a range of simple sentences from words and phrases I know. I know enough language to keep going for 2-3 minutes.

- (a) describe life including past + future
- (b) describe event – self or someone else
- (c) short account of book or film
- (d) describe person/place in some detail (+object briefly?)
- (e) opinion of person/place/event with simple reasons

### **Descriptors with Comments**

(a) I can talk about my life, including past events and dreams, hopes or ambitions.

(b) I can talk about something that happened to someone I know.

*Not sure this is entirely distinct from (a) above – hence I'd suggest making this describe something that happened to someone else*

(c) I can say what happened in a book, TV show or film.

(d) I can describe a person or place in some detail.

*As a deaf or hard of hearing person, I will tend to focus on things I can see or feel rather than on things I hear.*

*Learners at this level can probably describe people and places in a fair amount of detail. In my experience, it's rare to find learners at this level who can describe objects in detail in terms of size, shape, texture etc. – more of a B2 skill*

(e) I can say what I think about a person, place or event, giving simple reasons.

## **SPOKEN PRODUCTION B2**

### **Overview**

When carrying out these tasks, I can keep going for 4-5 minutes

When I do these tasks, I can keep speaking for 4-5 minutes

- (a) talk about famous person
- (b) explain study or work, challenges + satisfactions
- (c) explain hobby + why enjoyed
- (d) view with reasons of current interest topic
- (e) possible solutions to world problem with merits of each

### **Descriptors with Comments**

- (a) I can talk for a few minutes about a famous person (e.g. politician, sport or music celebrity).
- (b) I can explain what I study or what I do for a living and what I like about it or why I find it difficult .
- (c) I can explain a hobby I have and the reasons why I enjoy it.
- (d) I can give an opinion, with reasons, on a news item or familiar social issue.
- (e) I can give some possible solutions to a well-known problem (e.g. Third World, Global Warming) and explain the points for and against each option.

### **Workshop examples**

- (i) I can talk for a few minutes about a famous person (e.g. politician, sport or music celebrity).
- (ii) I can explain what I study or what I do for a living and why I find it difficult or satisfying.
- (iii) I can explain a pastime or hobby and the reasons why I enjoy it.
- (iv) I can give a view, with reasons on a news item or familiar social issue.
- (v) I can give some possible solutions to a well-known problem (e.g. Third World, Global Warming) and explain the pros and cons of each option.

## **SPOKEN PRODUCTION C1**

### **Overview**

When carrying out these tasks, I can keep going for at least 10 minutes

When I do these tasks, I can keep speaking for at least 10 minutes.

- (a) Propose + defend self as job candidate
- (b) case for and against political/moral position + related issues
- (c) explain work or study problem, possible solutions + merits of each
- (d) review of artistic work with justification of opinions
- (e) outline important aspect of own nation or culture, detail problems + current and potential solutions

### **Descriptors with Comments**

- (a) I can present myself as a candidate for a job, explaining in detail why I believe I would be a good choice.
- (b) I can explain the arguments for and against a political or moral position (e.g. military intervention, legislation), bringing in related problems.
- (c) I can explain a difficulty I or another person has in their work or education, (e.g. career possibilities, choice of specialisation). I can explain in detail the points for and against various options.
- (d) I can give a review of a book, film, play, etc, expressing and justifying my opinion in detail.
- (e) I can explain an important aspect of my nation or culture (e.g. religion, economic resources, political background) I can outline problems this aspect raises and how people are dealing with them or could deal with them.

### **Workshop examples**

- (i) I can describe myself as a candidate for a job, explaining in detail my pros and cons.
- (ii) I can give reasons for and against a political or moral situation (e.g. military intervention, legislation), and related problems.
- (iii) I can explain the difficulties of my work or education, (e.g. career possibilities, choice of specializations), justifying the various options.
- (iv) I can give a review of a book, film, play, etc, expressing and justifying my opinions
- (v) I can explain an important feature of my native nation or culture (e.g. religion, economic resources, political background) outlining the problems and how they are being, or could be solved.

## **SPOKEN PRODUCTION C2**

### **Overview**

When carrying out these tasks, I can keep going for at least 20 minutes

- a) Extended autobiography using humour, irony culture references to keep listeners' interest
- (b) outline important event in own nation or culture, compare + contrast with listeners' nation + culture, evaluate own nation's response
- (c) explain challenge in professional sector, evaluate solutions tried + merits of each, compare + contrast with listeners' professional culture
- (d) review of artistic work demonstrating understanding of cultural context + impact on me as an outsider to the culture
- (e) field audience questions – deaf and hard of hearing people may need some support

### **Descriptors with Comments**

- (a) I can talk at length about myself and my life, speculating on what might have happened if things had been different. I can use humour, irony and cultural allusions to make the presentation as interesting as possible.
- (b) I can explain the significance of a major social or political event that has had an important effect on my nation or culture. I can make comparisons with, and show some understanding of, the nation and culture of the audience. I can assess how my nation/culture has responded to the challenge.
- (c) I can explain an important challenge in my professional or business sector and how people might deal with it. My style would be appropriate to a professional audience. I would use precise, specialised language and take account of listeners' business culture.
- (d) I can review any work of art or literature from the culture of the audience. I can show my understanding of its context, and explain, with reasons, how it affects me as an outsider.
- (e) I can, answer questions from the audience, when I can identify and clearly see the face of the speaker.

## READING

- (a) For each level there is a rough guideline suggesting the length of text you can be expected to read at that level.
- (b) For each level there is a suggestion as to what reference source you might use for looking up unfamiliar words and expressions.
- (c) you will meet the requirements of some tasks by doing others

## READING A1

### Overview

(b) your own word list; vocabulary list in textbook

I can read a few words and phrases.

(a) words + phrases

(b) signs + notices

(c) brief public notices + signs

(d) short prompts on a simple form

(e) short message or email using learned words + phrases

Appropriate here to put reference sources accessible for each level in the header as this is not included in the tasks themselves.

Unnecessary complication to indicate which tasks are achieved in performing other tasks?

### Descriptors with Comments

(a) I can understand a few common words and set phrases.

(b) I can understand a few common signs and short notices.

(c) I can understand short instructions or explanations in public places (e.g. on a vending machine or museum label, for example . 'insert a €1 coin in the slot'; ' an early Greek brooch'. etc.)

(d) I can understand short instructions on forms I need to fill in. (name, address, occupation, nationality etc.) I can recognize and tick off everyday items on a checklist. (e.g. 'shirts, trousers, socks...')

(e) I can understand very short messages or e-mails where I know the words and phrases the writer uses.

## READING A2

### Overview

- (a) texts of 20-100 words
- (b) your own word list; vocabulary list in textbook I can read something 20-100 words long  
When I read, I can use my own word list or a vocabulary list in my textbook to look up words.
- (a) short message with info/request
- (b) notices (gist)
- (c) very short news items if vocab is familiar
- (d) predictable short personal letters
- (e) predictable short work letters

### Descriptors with Comments

- (a) I can understand brief information or requests.
- (b) I can get the general meaning of short notices or advertisements. I will not always understand every word.
- (c) I can understand very short news items where I know most or all of the words.
- (d) I can understand very predictable short personal letters (e.g. holiday postcard).
- (e) I can understand very short predictable work letters. (e.g. asking for brochures, confirming orders)

## READING B1

### Overview

- (a) texts of 100-200 words
- (b) your own word list; vocabulary list in textbook; simple bilingual dictionary I can read something 100-200 words long  
When I read I can look up words or grammar I need in a bilingual dictionary (e.g. German-Greek)
- (a) more extended less predictable personal letter
- (b) more extended less predictable work letter
- (c) short news item familiar topic
- (d) instructions
- (e) guidebook or tourist info

### Descriptors with Comments

- (a) I can understand a letter from a friend or family member with less predictable information (e.g. about a recent event).
- (b) I can understand a letter I receive at work with less predictable information (e.g. explaining a delay in delivery, asking to change an order).
- (c) I can understand a short news item on a topic I know something about.
- (d) I can understand a set of instructions (e.g. how to put together or operate equipment, how to prepare a meal etc).
- (e) I can understand information in a guide book about a place of interest.

## READING B2

### Overview

(a) texts of 500 + words

(b) your own word list; vocabulary list in textbook; advanced bilingual dictionary

I can read something 500 words long

I can effectively use reference material such as an advanced bilingual dictionary (e.g. German-Greek). When I use a dictionary I can choose correctly from several possible words or word meanings.

(a) long personal letter with tact + inference

(b) long work letter with technical detail

(c) news article – persuasive or with analysis

(d) passage from short story if not excessively literary

(e) scientific/ technical article for general readers

### Descriptors with Comments

(a) I can understand a long personal letter about several different things. The letter may talk about sensitive issues and the writer may imply information rather than saying it directly.

(b) I can understand a long and detailed letter I receive at work that includes work-specific language.

(c) I can understand a news article that discusses a question of current interest or that attacks or defends a position on an issue.

(d) I can understand a passage from a contemporary short story. The writer will use some literary effects, for example figures of speech, but the meaning will be generally easy to understand.

(e) I can understand an article on a scientific or technical subject. The article will be written for general readers rather than subject experts.

## READING C1

### Overview

- (a) Text of 2000 + words)
- (b) Your own word list; vocabulary list in textbook; advanced bilingual or monolingual dictionary
- (c) Task (e) relates to a competence which may emerge during the performance of any of (a), (b), (c) or (d).

I can read something about 2000 words long.

I can effectively use both an advanced bilingual dictionary (e.g. German-Greek) and a monolingual (e.g. Greek-Greek) dictionary. When I use a dictionary I can choose correctly from several possible word meanings.

- (a) lengthy technical letters, manuals and reports in own field
- (b) long serious newspaper/ journal articles
- (c) chapters from books on specialized topics for general readers (d) novel if style is not excessively literary
- (e) wide range of text types + topics very seldom needing a dictionary

### Descriptors with Comments

- (a) I can understand long technical letters, manuals and reports relating to my job.
- (b) I can understand long newspaper and journal articles on serious (e.g. political, economic, social) topics. These articles will be written for general readers rather than subject experts.
- (c) I can understand whole chapters from books on a wide range of specialised subjects (e.g. scientific, social, philosophical) .These books will be written for general readers rather than subject experts.
- (d) I can read with enjoyment a novel that is relatively straightforward to understand and that would be enjoyed by an average native reader.
- (e) I can read different types of texts (books, magazines, technical papers etc. I will only occasionally need to use a bilingual dictionary (e.g. German-Greek) to understand the meaning of a word.

## READING C2

### Overview

(a) text of 5000 + words)

(b) advanced bilingual, and more often advanced monolingual dictionary

I can read something 5000 or more words long.

Although I have an excellent command of the language, I may occasionally use a monolingual dictionary in the way a native speaker would to confirm the exact meaning of a word or phrase.

a) lengthy technical letters, manuals and reports in unfamiliar field

(b) long serious newspaper/ journal articles in unfamiliar field

(c) complex literary works

(d) translate accurately if inelegantly at sight into mother tongue

(e) summarize long foreign language texts in mother tongue based on notes

### Descriptors with Comments

(a) I can read with ease highly specialised scientific, technical or legal reports even when these are not in my own job field.

(b) I can understand long newspaper and journal articles on serious (e.g. political, economic, social) topics. I can understand even if the topic is not familiar to me.

(c) I can read with ease complex literary works. I can often understand ironies, nuances and allusions that would challenge the average native reader.

(d) I can translate at sight into my mother tongue difficult passages from any text, for example for the information of work colleagues. I can give the precise written and implied meaning, though my translation may not be as polished as a professional translator would produce.

*Some reservations here about translation as a reading task, though likely someone at C2 could do this.*

(e) I can explain in my mother tongue from detailed notes part or all of a highly complex complete text, for example for the information of work colleagues.

*Some reservations here about summarizing as a reading task, though likely someone at C2 could do this.*

## **WRITING**

- (a) For each level there is a rough guideline suggesting the length of text you can be expected to write at that level.
- (b) For each level there is a suggestion as to what reference source you might use for looking up unfamiliar words and expressions.
- (c) you will meet the requirements of some tasks by doing others

## **WRITING A1**

### **Overview**

- (a) Tasks of 1 to 20 words
  - (b) Your own word list; vocabulary list in textbook
- I can write 1-20 words
- When I write, I can use my own word list or a vocabulary list in my textbook to look up words.
- (a) words
  - (b) phrases
  - (c) short postcard combining learned phrases
  - (d) short email combining learned phrases
  - (e) filling in short gaps on a simple form
- Unnecessary complication to indicate which tasks are achieved in performing other tasks?

### **Descriptors with Comments**

- (a) I can copy or write a few common words, for example in a vocabulary notebook or for practice.  
*I think dictation takes more skill than copying words or writing them from memory, especially in a language like English where spelling is only partly phonetic.*
- (b) I can copy or write a few common set phrases, for example in a vocabulary notebook or for practice.
- (c) I can put together words and phrases I have learnt to write a short postcard.
- (d) I can put together words and phrases I have learnt to write a short e-mail message.
- (e) I can fill in forms giving very simple information about myself.

## WRITING A2

### Overview

- (a) tasks of 50 to 100 words)
  - (b) your own word list; vocabulary list in textbook
  - (c) Tasks (d) and (e) are completed through the performance of any of tasks (a) to (c))
- I can write 50-100 words.
- (a) write short simple personal message
  - (b) write short simple memo
  - (c) write short simple letter using conventions
  - (d) write memorized sentences and simple substitutions into these
  - (e) refer to own vocabulary list or textbook (not yet able to use a dictionary effectively)
- Probably don't need to repeat this material about reference in a heading to the level.

### Descriptors with Comments

- (a) I can write a short simple message to a friend (e.g. to invite him/her for a meal or a coffee).
- (b) I can write a short simple memo to a colleague (e.g. to tell him/her how I am doing on a task).
- (c) I can write a short simple personal letter and begin and end it correctly.
- (d) When I write I can use words and phrases I have learnt. I will sometimes put different words into a phrase or sentence I already know.  
*Creating original sentences here seems to go against the philosophy that creating with language begins at B1 – see speaking above. I've tried to give a simple version of substituting words into a learned sentence, which I think better fits A2.*
- (e) When I write I can look up words or grammar I need in my notes or in my textbook.

### Workshop examples

- (i) I can write a short simple message to a friend (e.g. to invite him/her for a drink).
- (ii) I can write a short simple memo to a colleague (e.g. to tell him/her how I am doing on a task).
- (iii) I can write a short simple personal letter (e.g. beginning and ending it correctly).
- (iv) When I write I can make up my own simple sentences. I can also sometimes use phrases I have already learnt.
- (v) When I write I can look up words or grammar I need (e.g. from notes or word lists I have made).

## **WRITING B1**

### **Overview**

- (a) Tasks of 150 to 200 words)
  - (b) your own word list; vocabulary list in textbook; simple bilingual dictionary
  - (c) Tasks (d) and (e) are completed through the performance of any of tasks (a) to (c)
- I can write 150-200 words.
- (a) more extended personal letter – past tense suggested by topic of recent experience
  - (b) more extended work letter or email
  - (c) more extended text about hobby
  - (d) grammar – past + future as well as present
  - (e) simple bilingual dictionary in addition to vocabulary notebook + textbook for reference

### **Descriptors with Comments**

- (a) I can write a letter to a friend with news (e.g. how I spent my holiday).
- (b) I can write a letter to a colleague or a customer to explain a simple problem or situation.
- (c) I can write about something I like and explain why I like it.
- (d) I can write about things that have happened to me or things I have done. I can also write about my hopes and plans for the future.
- (e) When I write I can look up words or grammar I need in a bilingual dictionary (e.g. German-Greek).

### **Workshop examples**

- (i) I can write a letter to a friend with news (e.g. how I spent my holiday).
- (ii) I can write a letter to a colleague or a customer to explain a simple problem or situation.
- (iii) I can write about something I like and explain why I find it interesting.
- (iv) I can write about things that have happened to me or things I have done. I can also write about my hopes and plans for the future.
- (v) When I write I can look up words or grammar I need in a bilingual dictionary (e.g. German-Greek).

## **WRITING B2**

### **Overview**

- a) tasks of 250 to 750 words)
  - (b) your own word list; vocabulary list in textbook; simple bilingual dictionary
  - (c) Task (e) is completed through the performance of any of tasks (a) to (d))
- I can write 250-750 words
- (a) long personal letter with tact
  - (b) long work letter with tact
  - (c) work report with comments + recommendations
  - (d) letter to newspaper either putting one side of an issue or weighing pros and cons
  - (e) effectively use more advanced bilingual dictionary

### **Descriptors with Comments**

- (a) I can write a long letter to a friend about a sensitive issue. For example I will write about a problem or disagreement we had and tactfully negotiate a solution. I may also show sympathy about something bad that happened.
- (b) I can write a work letter where I need to deal with a problem diplomatically (e.g. where a delivery is late or a customer has not paid)
- (c) I can write a report about what we discussed in a group meeting or about the progress made on a current project. In the report I can make appropriate comments or recommendations.
- (d) I can write a letter to the press about an issue of current concern. In my letter I will make an argument for one point of view or explain the points for and against.
- (e) I can effectively use reference material such as an advanced bilingual dictionary (e.g. German-Greek). When I use a dictionary I can choose correctly from several possible words or word meanings.

## **WRITING C1**

### **Overview**

- (a) tasks of 1000 to 2000 words)
  - (b) your own word list; vocabulary list in textbook; advanced bilingual or monolingual dictionary
  - (c) (Task (e) is completed through the performance of any of tasks (a) to (d))
- I can write 1000-2000 words
- (a) personal letter very tactful + well structured
  - (b) work letter very tactful + well structured, with precise technical content
  - (c) detailed work report with comments + recommendations more analytical and pro-actively problem solving
  - (d) researched article on specialist topic
  - (e) effectively use both bilingual and monolingual dictionary

### **Descriptors with Comments**

- (a) I can write a personal letter about a very sensitive issue. I will need to choose my words very carefully to avoid offending the reader. I will also need to organize the letter carefully so that the concerns and priorities are clear.
- (b) I can write a complex work letter about a very sensitive issue. I will need to choose my words very carefully to avoid offending the reader. I will also need to organize the letter carefully so that the concerns and priorities are clear.
- (c) I can write a long report about a work meeting or project. In my report I will explain the most important problems and give options for solving them.
- (d) I can write an article on a specialist topic (e.g. global warming, world poverty or a technical work issue). I would do research to write the article and would list a variety of reference sources..
- (e) I can effectively use both an advanced bilingual dictionary (e.g. German-Greek) and a monolingual (e.g. Greek-Greek) dictionary. When I use a dictionary I can choose correctly from several possible words or word meanings.

## **WRITING C2**

### **Overview**

- (a) tasks of 3000 words+
  - (b) bilingual, or more often, advanced monolingual dictionary
  - (c) Task (e) is completed through the performance of any of tasks (a) to (d))
- I can write 3000+ words

- (a) personal letter crucial to get tact + structure right
- (b) work letter crucial to get tact + structure + precise technical content right
- (c) journal article of publishable quality (with final edit)
- (d) review of publishable quality (with final edit)
- (e) only occasionally needs to use even a monolingual dictionary and then only to check fine detail

### **Descriptors with Comments**

- (a) I can write a personal letter about an extremely sensitive issue. I will need to choose my words and organise the letter very carefully to get the result I need and avoid offending the reader.
- (b) I can write a business letter where I need to be very accurate technically and develop my argument very carefully to achieve an appropriate result.
- (c) I can write a full length journal article, on a topic of work interest (e.g. the impact of a new technology on future production) or personal interest (e.g. an environmental issue). The writing quality of the article would be good enough for publication after final editing,
- (d) I can write a long review of a performance, exhibition, work of literature etc, The writing quality of the review would be good enough for publication after final editing,
- (e) Although I have an excellent command of the language, I may occasionally use a monolingual dictionary in the way a native speaker would to confirm the exact meaning I am looking for.