



Grant Agreement No: 2008 –
4466 / 001 – 001

Project No. 143512-BG-2008-
KA2-KA2MP



Education and Culture DG

Lifelong Learning Programme

This project has been funded with support from the European Commission



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

European Language Portfolio for Deaf and Hard of Hearing People

DOSSIER



With the support of the Lifelong Learning Programme of the European Union.
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The ELPDHH Dossier

The Language Dossier is the section of your Language Portfolio in which you present **evidence** of your competence in the languages you will have recorded, in summary form in your Language Passport, and at greater length in your Language Biography.

The Dossier section is set out as follows:

1. User notes
 - a. What kinds of evidence may be included
 - b. How the evidence can be classified for quick reference and retrieval
2. A suggested reference system for samples of evidence
3. Exemplar page – how a record of performance page might be completed
4. Performance record sheets, summarising all samples of evidence in each skill for a given language. Each sample is cross-referenced by a number (e.g. German; Listening; ½; S) with its title page
 - a. Summary for language 1
 - b. Summary for language 2
 - c. Summary for language 3
 - d. Summary for language 4
 - e. Summary for language 5
5. Sample of evidence title page. **It is recommended to make a number of copies of this page**, as each refers to a single piece of evidence and will be attached to or filed with the tangible evidence, e.g. a recording of the user speaking in the language assessed.
6. Witness statement page for language competence. This is a prepared page to enable a suitably placed and qualified witness to write a brief testimonial to the user's language competence. Witness statements should refer **only** to language tasks performed in real-life situations (not to simulated classroom tasks), as for example when working in a foreign language environment, living with speakers of the language, and so on.
7. Witness statement page for intercultural competence. This is a prepared page to enable a suitably placed and qualified witness to write a brief testimonial to the user's experience of living in a culture other than his/her native culture and interacting effectively with those customs and expectations may differ from the user's own. If the user wishes to give a reference number to this evidence, it has been treated as skill 6, so that a reference code could read 1.6.2W (if the evidence relates to the country of language 1), skill 6, second sample of evidence, Witness Statement.) On the other hand, Intercultural evidence samples may not be directly associated with any one language and could be filed together, before or after the language evidence. It could still be mentioned under each numbered language, but with the reference (e.g.) 6.1W showing that it is general competence and not specific to, say, German culture.
8. Summary pages for recording language certificates and diplomas included in the Dossier. Enter on this page (and use it as a covering page) the details of any formal language qualifications for which national or institutional certificates or diplomas have been awarded and which are offered as evidence of competence. 8a lists achievement certificates and 8b lists attendance certificates
9. Suggestions for keeping a Language Learning Journal. Numbers 1-8 (above) are evidence of **achievement**. The last part of the Journal section is optional but useful because it shows how you have responded to the language learning approaches and activities you have experienced. There is a brief introduction with guidelines followed by a checklist of the kinds of learning experiences you might think worth recording.

1. User notes for learners.

(a) What kinds of evidence may be included in the Dossier

This evidence can take several forms, being examples of what you can do using languages for which you have recorded a level or qualification, notably:

- Performance evidence
 - Recordings of texts in the language learnt (e.g. a listening comprehension test paper you have completed in training) with evidence that you have understood them.
 - Audio or video (refer to note above) recordings of yourself speaking or using one or more DHH-specific modes of communication in the language learnt, both in conversation and giving an account or presentation
 - Written or printed texts in the language learnt, (e.g. a comprehension test paper you have completed in training) with evidence that you have understood them
 - Texts you have written in the language learnt
- 'Witness statements' (for which template forms are provided) completed by colleagues or others you have worked with, who are competent to testify that you were able to carry out a practical task e.g.:
 - using and/or responding to, the language learnt.
 - Behaving in a way (other than purely linguistically) that demonstrates intercultural skills
- Certificates
 - Actual certificates and diplomas, or photocopies of these, as recorded in your Passport.

The actual samples of evidence included may be filed in any way that is convenient for safe storage and easy retrieval of the material. A ring binder with punched wallets for recorded cassettes, CDs etc is one possibility. A wallet file or box file might also be suitable.

(b) How the evidence can be classified for quick reference and retrieval

A simple system is suggested for ensuring that:

1. There is an overview page for each language recorded, showing which skills have been developed in that language, and at which CEF level (i.e. A1, A2, B1, B2, C1, C2)
2. For each attainment recorded, each sample of evidence can be quickly located in the evidence section.

For each language recorded, the summary page is completed with:

- ❖ the name of the language and the level of competence for each skill (e.g. Spoken Interaction) assessed for that language
- ❖ How many pieces of evidence are included in support the claimed level for each skill in each language

2. A suggested sample reference system.

Identifying the evidence

Name the language for which the evidence is included. E.g. 'German'

Name the skill for which the evidence is included e.g. 'Reading'.

If more than one piece of evidence is included for this language and this skill, write e.g. 'No. 1'.

Finally, evidence may take three distinct forms.

It may be simulated, i.e. the user has successfully performed a task designed by a teacher or assessor for (e.g.) classroom use. Evidence of such a task will have the letter S for 'Simulation' added to the language, skill and sample number. Reference 'German Reading No. 1 S' would be to the first sample of evidence of reading competence in German, which was produced as a classroom assignment.

It may be witnessed by a suitably qualified observer, such as an employer, i.e. the user has successfully performed a task in a real-life environment, such as the work-place. Evidence of such a task will have the letter W for 'Witness Statement' added to the language, skill and sample number. Reference 'German Reading No. 1W' would be to the first sample of evidence of reading competence in German, which is a Witness Statement. (A photo-copiable form for the purpose is supplied in this Dossier section.

It may take the form of a certificate or diploma issued through the national education system or by an individual teaching institution. Evidence of such a qualification will have the letter C for 'Certificate or Diploma' added to the language, skill and sample number. Reference 'German Reading No. 1C' would be to the first of sample of evidence of reading competence in German, which is a certificate or diploma. There is a summary page supplied for entering details of each certificate or diploma filed in the Dossier.

Please note that a witness statement form for intercultural competence is included in addition to the one for language.

3. This is how the summary page for a recorded language might be completed

Summary of evidence for language 1

German (Name of language)

(Refer to text box top right for explanation of reference system)

Skills to which evidence refers:

Listening :

CEF Level (A1, A2, B1, B2, C1, C2):

B2

Sample reference (e.g. **German; Listening; No. 1 C**)

German; Listening; No. 1 S

German; Listening; No. 2 C

German; Listening; No. 3 W

Spoken interaction :

CEF Level (A1, A2, B1, B2, C1, C2):

B1

Sample reference (e.g. **German; Spoken Interaction; No. 1; S**)

German; Spoken Interaction; No. 1; S

German; Spoken Interaction; No. 2; C

Spoken production

CEF Level (A1, A2, B1, B2, C1, C2):

B1

Sample reference (e.g. **German; Spoken Production; No. 1; W**)

German; Spoken Production; No. 1; W

Reading :

CEF Level (A1, A2, B1, B2, C1, C2):

B2.

Sample reference (e.g. **German; Reading; No. 1; C**)

German; Reading; No. 1; C

German; Reading; No. 2; C

German; Reading; No. 3; W

Writing :

CEF Level (A1, A2, B1, B2, C1, C2):

A2

Sample reference (e.g. **German; Writing; No. 1; C**)

German; Writing; No. 1; S

German; Writing; No. 1; C

Intercultural Competence

CEF level: **Basic** **Independent** **Proficient** **(Choose)**

Sample reference (e.g. **Intercultural Competence; No. 1W**) all evidence is in the form of witness statements

4. - on the next four pages - **Performance record sheets for each language recorded.**

Reminder – giving a sample reference:

1. Name the language, e.g. German
2. Name the skill assessed, e.g. Reading
3. Show which sample out of how many e.g. No. 1
4. Indicate the type of evidence included e.g.
S for Simulated e.g. classroom task, **W** for Witness Statement on real-life language use, **C** for Certificate or Diploma awarded
Example: **German; Reading; No. 1; S** stands for the first of three samples of Reading in German which is a task performed as classroom Simulation **S**

Summary of evidence for language 1

.....(Name of language)
(See text box top right for explanation of reference system)

Skills to which evidence refers:

Listening:

CEF Level (A1, A2, B1, B2, C1, C2):

.....
Sample reference (e.g. **Language; Listening; No. ; Type of sample**)

Spoken interaction:

CEF Level (A1, A2, B1, B2, C1, C2):

.....
Sample reference (e.g. **Language; Spoken Interaction; No. ; Type of sample**)

Spoken production:

CEF Level (A1, A2, B1, B2, C1, C2):

.....
Sample reference (e.g. **Language; Spoken production; No. ; Type of sample**)

Reading:

CEF Level (A1, A2, B1, B2, C1, C2):

.....
Sample reference (e.g. **Language; Reading; No. ; Type of sample**)

Writing:

CEF Level (A1, A2, B1, B2, C1, C2):

.....
Sample reference (e.g. **Language; Writing; No. ; Type of sample**)

Intercultural Competence (6)

CEF level: **Basic** **Independent** **Proficient** **(Choose)**

Sample reference (e.g. **Intercultural Competence; No. 1W**) all evidence is in the form of witness statements)

.....

Reminder – giving a sample reference:
1. Name the language, e.g. German
2. Name the skill assessed, e.g. Reading
3. Show which sample out of how many e.g. No. 1
4. Indicate the type of evidence included e.g.
 S for Simulated e.g. classroom task, **W** for Witness Statement on real-life language use, **C** for Certificate or Diploma awarded
Example: **German; Reading; No. 1; S** stands for the first of three samples of Reading in German which is a task performed as classroom Simulation **S**

Summary of evidence for language 2

.....(Name of language)
(See text box top right for explanation of reference system)

Skills to which evidence refers:

Listening:

CEF Level (A1, A2, B1, B2, C1, C2):

.....
Sample reference (e.g. **Language; Listening; No. ; Type of sample**)

.....

Spoken interaction:

CEF Level (A1, A2, B1, B2, C1, C2):

.....
Sample reference (e.g. **Language; Spoken Interaction; No. ; Type of sample**)

.....

Spoken production:

CEF Level (A1, A2, B1, B2, C1, C2):

.....
Sample reference (e.g. **Language; Spoken production; No. ; Type of sample**)

.....

Reading:

CEF Level (A1, A2, B1, B2, C1, C2):

.....
Sample reference (e.g. **Language; Reading; No. ; Type of sample**)

.....

Writing:

CEF Level (A1, A2, B1, B2, C1, C2):

.....
Sample reference (e.g. **Language; Writing; No. ; Type of sample**)

.....

Intercultural Competence (6)

CEF level: **Basic** **Independent** **Proficient** **(Choose)**

Sample reference (e.g. **Intercultural Competence; No. 1W**) all evidence is in the form of witness statements)

.....

Reminder – giving a sample reference:
1. Name the language, e.g. German
2. Name the skill assessed, e.g. Reading
3. Show which sample out of how many e.g. No. 1
4. Indicate the type of evidence included e.g.
 S for Simulated e.g. classroom task, **W** for Witness Statement on real-life language use, **C** for Certificate or Diploma awarded
Example: **German; Reading; No. 1; S** stands for the first of three samples of Reading in German which is a task performed as classroom Simulation **S**

Summary of evidence for language 3

.....(Name of language)
(See text box top right for explanation of reference system)

Skills to which evidence refers:

Listening:

CEF Level (A1, A2, B1, B2, C1, C2):

.....
Sample reference (e.g. **Language; Listening; No. ; Type of sample**)

Spoken interaction:

CEF Level (A1, A2, B1, B2, C1, C2):

.....
Sample reference (e.g. **Language; Spoken Interaction; No. ; Type of sample**)

Spoken production:

CEF Level (A1, A2, B1, B2, C1, C2):

.....
Sample reference (e.g. **Language; Spoken production; No. ; Type of sample**)

Reading:

CEF Level (A1, A2, B1, B2, C1, C2):

.....
Sample reference (e.g. **Language; Reading; No. ; Type of sample**)

Writing:

CEF Level (A1, A2, B1, B2, C1, C2):

.....
Sample reference (e.g. **Language; Writing; No. ; Type of sample**)

Intercultural Competence

CEF level: **Basic** **Independent** **Proficient** **(Choose)**

Sample reference (e.g. **Intercultural Competence; No. 1W**) all samples are witness statements)

.....

Reminder – giving a sample reference:
1. Name the language, e.g. German
2. Name the skill assessed, e.g. Reading
3. Show which sample out of how many e.g. No. 1
4. Indicate the type of evidence included e.g.
S for Simulated e.g. classroom task, **W** for Witness Statement on real-life language use, **C** for Certificate or Diploma awarded
Example: **German; Reading; No. 1; S** stands for the first of three samples of Reading in German which is a task performed as classroom Simulation **S**

Summary of evidence for language

.....(Name of language)
 (See text box top right for explanation of reference system)

Skills to which evidence refers:

Listening:

CEF Level (A1, A2, B1, B2, C1, C2):

.....

Sample reference (e.g. **Language; Listening; No. ; Type of sample**)

.....

Spoken interaction:

CEF Level (A1, A2, B1, B2, C1, C2):

.....

Sample reference (e.g. **Language; Spoken Interaction; No. ; Type of sample**)

.....

Spoken production:

CEF Level (A1, A2, B1, B2, C1, C2):

.....

Sample reference (e.g. **Language; Spoken production; No. ; Type of sample**)

.....

Reading:

CEF Level (A1, A2, B1, B2, C1, C2):

.....

Sample reference (e.g. **Language; Reading; No. ; Type of sample**)

.....

Writing:

CEF Level (A1, A2, B1, B2, C1, C2):

.....

Sample reference (e.g. **Language; Writing; No. ; Type of sample**)

.....

Intercultural Competence

CEF level: **Basic** **Independent** **Proficient** **(Choose)**

Sample reference (e.g. **Intercultural Competence; No. 1W**) all samples are witness statements)

.....

Reminder – giving a sample reference:

1. Name the language, e.g. German
2. Name the skill assessed, e.g. Reading
3. Show which sample out of how many e.g. No. 1
4. Indicate the type of evidence included e.g.
 - S** for Simulated e.g. classroom task, **W** for Witness Statement on real-life language use, **C** for Certificate or Diploma awarded

Example: **German; Reading; No. 1; S** stands for the first of three samples of Reading in German which is a task performed as classroom Simulation **S**

5. Sample of evidence title page. PHOTOCOPY MASTER

For evidence produced in response to tasks set in the learning environment (e.g. classroom) or in real life (e.g. workplace). Use this page only when there is a **sample** of the task and your performance evidence. If there is only a report of competence this should be recorded on a Witness statement.

(This sheet may be used as a cover page to a performance evidence sample where the user feels that the evidence alone may not be self-explanatory. It should be attached to the sample, e.g. stapled to the sample page or inserted with a cassette into a sleeve).

Sample reference: (i.e. as on summary of language skills sheet)

Skill (Choose with X):

Listening

Reading

Spoken interaction

Spoken production

Writing

Level assessed (A1, A2, B1, B2, C1 or C2): (circle or click to select).....

Task description:

Date:

Circumstances under which the evidence was generated

Location.....

Purpose

Support available.....

Reference used.....

Outcome of performance.....

Signature of assessor.....

Position:

6. Witness statement page – testimony to language competence. PHOTOCOPY MASTER

(This statement should relate to actual linguistic performance rather than achievements in a training or formal assessment situation)

Evidence reference.....

Name of student:.....

has demonstrated competence in (language).....

in the following way:

In my view this performance is consistent with Common European Framework Level (Choose from A1, A2, B1, B2, C1 or C2

.....

In (A witness would normally choose just one of the skills listed, but if more than one skill has been exemplified in the same task this should be made clear in the statement. If the additional skill exemplified is of a different level from the primary skill this must be stated):

Listening

Reading

Spoken interaction

Spoken production

Writing

Witness signature:.....

Role in which performance was witnessed:

.....

Date:

7. Witness statement page testimony to intercultural competence. PHOTOCOPY MASTER

(This statement should relate to actual intercultural performance)

Evidence reference

Name of student:.....

has demonstrated competence in intercultural relations in the following way:

In my view this performance is consistent with (choose):

Basic

Independent

Proficient level

as described in the Language Biography of this Language Portfolio

Witness signature:

.....

Role in which performance was witnessed:

Date:

8a. List of Certificates of Achievement and Diplomas PHOTOCOPY MASTER

Cross-reference to each of the skills covered in the summary of competence for that language should be made for every skill to which the certificate applies. Discretion should be exercised where there is any lack of clarity as to which skills are covered.

Title of the diploma(s) or certificate(s):

.....

Awarding body:

Date: Evidence reference

European level (Common European Framework of Reference (CEF) level if specified on the original certificate or diploma):

.....

Title of the diploma(s) or certificate(s):

.....

Awarding body:

Date: Evidence reference

European level (Common European Framework of Reference (CEF) level if specified on the original certificate or diploma):

.....

Title of the diploma(s) or certificate(s):

.....

Awarding body:

Date: Evidence reference

European level (Common European Framework of Reference (CEF) level if specified on the original certificate or diploma):

.....

Title of the diploma(s) or certificate(s):

.....

Awarding body:

Date: Evidence reference

European level (Common European Framework of Reference (CEF) level if specified on the original certificate or diploma):

.....

Title of the diploma(s) or certificate(s):

.....

Awarding body:

Date: Evidence reference

European level (Common European Framework of Reference (CEF) level if specified on the original certificate or diploma):

.....

8b. List of certificates of attendance PHOTOCOPY MASTER

When stating the level of the course attended, you should try to be objective about whether you actually attained the stated level. If you feel you did not, choose **Not achieved**; if you feel you came close to the stated level (partial attainment), choose **Partly achieved**; if you fully achieved the objectives of the course, choose **Fully achieved**

Title of the certificate:

Awarding body:

Date: Evidence reference.....

European level (Common European Framework of Reference (CEF) level if specified on the original certificate or diploma):

..... **Not achieved** **Partly achieved** **Fully achieved**

Title of the certificate:

Awarding body:

Date: Evidence reference.....

European level (Common European Framework of Reference (CEF) level if specified on the original certificate or diploma):

..... **Not achieved** **Partly achieved** **Fully achieved**

Title of the certificate:

Awarding body:

Date: Evidence reference.....

European level (Common European Framework of Reference (CEF) level if specified on the original certificate or diploma):

..... **Not achieved** **Partly achieved** **Fully achieved**

Title of the certificate:

Awarding body:

Date: Evidence reference.....

European level (Common European Framework of Reference (CEF) level if specified on the original certificate or diploma):

..... **Not achieved** **Partly achieved** **Fully achieved**

Title of the certificate:

Awarding body:

Date: Evidence reference.....

European level (Common European Framework of Reference (CEF) level if specified on the original certificate or diploma):

..... **Not achieved** **Partly achieved** **Fully achieved**

9. Language Learning Journal

In this section, you are invited to keep a regular record of a variety of experiences of language learning that you think are relevant to the section entitled 'Language learning Experience' in your Language Biography.

At first you may feel you have quite a lot to write and may want to record your reactions every day, if the experience is new to you. Later, however, you may record less frequently, only noting any new developments in your or your teacher's approach or new activities that have been tried.

Or you might think it worthwhile to list very briefly everything you do, to be able to give an idea of regular routines. It is up to you to decide what sort of a record you want to keep.

Checklist of typical points to note. In each case, record:

The date of the experience and any relevant information about the situation, then:

(a) what happened e.g.:

how a class was organised

examples of class activities

what you did as a self-tuition activity

(etc)

(b) what impact this had on your learning e.g if the approach or activity was.:

enjoyable (e.g. confidence-building, amusing)

not enjoyable (e.g. undermined your confidence, was boring)

effective (e.g. it helped you to memorise new expressions introduced, it helped you to understand a grammar point that had puzzled you before)

(c) how appropriate was the experience for you as a deaf or hard of hearing person?

Next page: checklist of items you might want to record. Don't forget (a) (b) and (c) Add your own items to this list. There are many other possibilities

Classroom based learning

1. General classroom organization (e.g. teacher leading every activity / learners being encouraged to work in pairs or groups. (what happened – how you reacted to this)
2. How the lesson was structured (e.g. was the sequence strictly logical ... or was it quite relaxed, with contrasting activities... were there breaks for less serious activities)
3. General approach to language teaching (e.g. very systematic teaching of grammar in advance / learners being exposed to examples of the language and asked to deduce meaning). (what happened – how you reacted to this)
4. Importance of the spoken word (e.g. listening activities, laboratory exercises, conversation, Etc). (what happened – how you reacted to this)
5. Importance of the written word (e.g. translation, grammar exercises, reading, writing text, Etc) (what happened – how you reacted to this)
6. Use of the target language (e.g. was your native language used for a lot of the time or did the teacher try to explain most things in the foreign language you were studying? Etc) (what happened – how you reacted to this)
7. Materials used (e.g. do lessons follow a textbook? / does the teacher make the learning materials? / what use is made of recordings, computers, etc? Etc) (what happened – how you reacted to this)
8. How much is the process dependent on learning by heart and formal study of grammar (e.g. vocabulary lists given for learning, to be tested later) (what happened – how you reacted to this)
9. Are you often challenged by activities? (e.g. encouraged to improvise when talking/writing about an unfamiliar topic... presented with a very difficult reading/listening task where you have to guess or make inferences...) (what happened – how you reacted to this)
10. Do fun and games enter into your lessons? (e.g. humour, guessing games, competitive activities etc) (what happened – how you reacted to this)

Self-directed / independent study

11. What sort of a course are you learning from? (e.g. textbook, audio course (or a combination of these / broadcast or web-based / self-study with private tuition etc). (- how you feel about this)
12. How regularly are you able to pursue your studies? (- what you think about your study skills, persistence etc)

13. How do you approach learning things by heart? (are you happy with the way you do it or do you feel you need advice?)

14. What opportunities do you have/take advantage of to try out your language skills in real situations (e.g. strike up conversation with native speaker/read the news from foreign language internet bulletin)

15. Do you enjoy language learning for its own sake (e.g. you are fascinated by grammatical concepts, origins of words, etc) or do you see language learning as purely for practical purposes (e.g. you need the language to carry out work objectives etc)

Don't forget to add to the checklist any other features of your language learning you'd like to track.