



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**

# LANGUAGE PASSPORT



With the support of the Lifelong Learning Programme of the European Union.  
This product reflects the views only of the author, and the Commission cannot be held responsible for  
any use which may be made of the information contained therein.

# ELPDHH Language Passport

## Contents

The Council of Europe	3
The Language Passport	4
▪ General description of Language Passport	
▪ Additional notes for DHH use	
My language passport	7
▪ Personal details	
▪ Profile of language skills	
▪ Self-assessment	
Self-assessment scale adjusted for DHH use	9
Summary of language learning and intercultural experiences	11
Certificate and diplomas	14

# The Council of Europe



COUNCIL    CONSEIL  
OF EUROPE    DE L'EUROPE

The Council of Europe is an intergovernmental organisation with its permanent headquarters in Strasbourg, France. Its primary goal is to promote the unity of the continent and guarantee the dignity of the citizens of Europe by ensuring respect for our fundamental values: democracy, human rights and the rule of law. One of its main aims is to promote awareness of a European cultural identity and to develop mutual understanding among people of different cultures. In this context the Council of Europe is co-ordinating the introduction of a European Language Portfolio to support and give recognition to language learning and intercultural experiences at all levels.

**Contact:** Modern Languages Division Directorate General IV Council of Europe, Strasbourg, France Web site: <http://culture.coe.int/lang> © 2000 Council of Europe, Strasbourg, France

**This Language Passport is part of the European Language Portfolio (ELP) issued by:**  
Name of Institution / Body (with web site)

# The Language Passport

## General Description

This document is a record of language skills, qualifications and experiences. It is part of a European Language Portfolio which consists of a Language Passport, a Language Biography and a Language Dossier containing materials which document and illustrate experiences and achievements. Language skills are defined in terms of levels of proficiency presented in the document «*A Common European Framework of Reference for Languages: Learning, Teaching, Assessment*». The scale is illustrated in this Language Passport (Self-assessment grid).

This Language Passport is recommended for adult users (16+).

The Language Passport lists the languages that the holder has some competence in. The contents of this Language Passport are as follows:

- a profile of language skills in relation to the Common European Framework
- a self-assessment scale adapted, where appropriate, for deaf and hard of hearing users
- a résumé of language learning and intercultural experiences
- a record of certificates and diplomas

For further information, guidance and the levels of proficiency consult the Council of Europe web site: <http://culture.coe.int/lang>

Account has been taken of how you, as a user who is deaf or hard of hearing may have learnt and are likely to use, your language skills. Because you may not be aware of the form and function of the European Language Portfolio, the different parts of the Portfolio are explained fully, both below ('Further advice on using this Language Passport') and in your User's Guide.

## A summary of the contents of this Language Passport

- **The profile of language skills**
  - Enter your name and date of birth
  - Write in the box Mother Tongue(s) the language(s) you have used from early life. *See User Guide Appendix for additional advice.*
  - Enter in the following boxes languages you have learnt other than your mother tongue(s) *See User Guide Appendix for additional advice*
  - On the following page, record (e.g. tick or shade box) for each 'foreign' language (other than mother tongue) the level you have reached in each skill. See next item ('Self-assessment scale') for how you decide on your present level of attainment
- **The Self-assessment scale**
  - Each language learnt is recorded under five separate skills headings, Listening, Spoken Interaction (i.e. two-directional, conversational speech), Spoken Production (e.g. one-directional lecture, formal speech), Reading and Writing
  - Each skill is recorded as being at one of the six levels of the Common European Framework of Reference for Modern Languages (see above). In the Framework, these levels are grouped in pairs in three bands – Basic User (A1 and A2), Independent User (B1 and B2) and Proficient User (C1 and C2).
  - In each cell of the grid, there is a description of what you 'can do' in each skill at each level. When recording your attainment in the profile of language skills

this is the scale that you will refer to. *In a separate document, the Language Biography, these skill descriptors are the basis of a checklist of tasks that give detailed examples for each descriptor.*

- **Summary of language learning and intercultural experience.**
  - The first part relates to your experience of studying the language in a country in which the language learned is not normally spoken (this would typically include formal, such as school-based language-learning in your country of origin);
  - the second relates to your residence for any reason in the country of the language learned (this might be a short visit to a friend or an extended period of work in the country).
  
- **Certificates and Diplomas** The final section of the language passport document provides a space in which you can record all formal qualifications you have gained, such as course certificates and diplomas, in any of the languages you have listed earlier. All you need to record here are:
  - a brief mention of the level of the award (according to the Common European Self-assessment Scale), if stated on the certificate
  - the title of the qualification (e.g. General Certificate in Secondary Education, Baccalaureat, Abitur)
  - the name of the awarding body (e.g. an examining board)
  - the date on which it was awarded *Actual certificates awarded may be kept in another section of the ELP, called the Dossier, as evidence of qualifications recorded here.*

### **Further advice on using this Language Passport as a deaf or hard of hearing learner.**

#### **What may be recorded**

This Language Passport allows you to record your ability to communicate with both hearing and DHH people whose customary language of communication is different from yours. You are, however, also asked to record your 'Mother Tongue' Because problems may arise as to what languages are eligible for recording, you will find an Appendix in your User Guide with 'Frequently Asked Questions' and answers that should resolve these. Once you are clear about what languages you can record, you can begin to enter information in your language profile.

#### **Recognised circumstances of DHH learners**

You will become aware, while referring to the self-assessment scale in the Language Passport and completing the Language Biography, that attention is drawn to any conditions relevant to your language learning and using experience as one who is deaf or hard of hearing.

In general, it is acknowledged that you may make use of both devices, such as:

- hearing aids
- assistive hearing devices

and modes, such as:

- finger-spelling
- individual word signing
- lip-reading

and that, consequently, this may lengthen your performance time and affect the precision with which you communicate or understand.

## Using the self-assessment scale

You can record how well you understand or express yourself by referring to any of the 6 levels described in the Self-assessment Scale (pp 7 - 9 of this Language Passport. Because you will make use of the various DHH-specific devices and modes mentioned above, you may experience some limitations to your speed and accuracy and reasonable allowance is made for this fact.

However you should assume that, wherever possible, you should meet the criteria specified at each level of performance for the purposes of self-assessment, even though your particular constraints may extend the learning time required to achieve those levels. These constraints might also include e.g.:

- your need to rely more on visual clues to make inferences about speech. This could include not only the various systematic gestural signs and sign languages for the DHH but also emphatic facial expression, bodily stance and gesture in live conversation,
- your need to see the speaker's face when you are lip-reading

## Language performance not expected of a DHH learner

There will, of course, be types of source material which you cannot be expected to understand or respond to and which you should not be assessed on. Typical examples would be:

- sound sources, such as radio or public address, where the speaker is not visible and there is no supporting visual communication of the content of the message,
- film and TV where the speaker is a voice over and there are no subtitles.

# My Language Passport

## 1. Personal details

Name

Date of birth

## 2. Profile of language skills

Mother tongue(s)

Other language 1

Other language 2

Other language 3

### 3. Self-assessment

#### Language 1

	A1	A2	B1	B2	C1	C2
Listening						
Spoken interaction						
Spoken production						
Reading						
Writing						

#### Language 2

	A1	A2	B1	B2	C1	C2
Listening						
Spoken interaction						
Spoken production						
Reading						
Writing						

#### Language 3

	A1	A2	B1	B2	C1	C2
Listening						
Spoken interaction						
Spoken production						
Reading						
Writing						

Further grids may be added as thought appropriate

**The Self-assessment Scale based on the Council of Europe's 'Common European Framework of Reference – Learning Teaching and Assessment' and adjusted to acknowledge the DHH-specific provisos (above)**

	<b>A1:</b>	<b>A2:</b>	<b>B1:</b>
<b>Listening</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and live announcements, where the speaker's lips are visible. I would pick out brief information from televised sources and films, under the same conditions.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio programmes on current affairs or topics of personal or professional interest when the content is mediated for me using a DHH-specific mode. I can understand TV programmes with similar content, where the speaker's lips are visible..
<b>Spoken interaction</b>	I can interact in a simple way provided the other person (a) is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say and (b) adopts or facilitates a DHH-specific mode. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, provided the other person adopts or facilitates a DHH-specific mode. I can handle very short social exchanges with one other speaker, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest to everyday life, (e.g. hobbies, work, travel and current events), provided the other person adopts or facilitates a DHH-specific mode.
<b>Spoken production</b>	I can use simple phrases and sentences to describe where I live and people I know, provided my audience can follow the DHH-specific mode my circumstances require me to adopt.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job, provided my audience can follow the DHH-specific mode my circumstances require me to adopt.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions provided my audience can follow the DHH-specific mode my circumstances require me to adopt. The expressions I use are less likely to relate to sound than for a hearing writer
<b>Reading</b>	In a learning situation, I can understand familiar words and set phrases.	I can read very short, simple texts. I can understand specific, predictable information accessible	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters. While I may recognise vocabulary referring to sounds I may not respond to it as would a hearing reader.
<b>Writing</b>	I can write a short, simple postcard, for example sending holiday greetings, using handwriting. I can fill in forms with personal details.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. The expressions I use are less likely to relate to sound than for a hearing writer.

	<b>B2:</b>	<b>C1:</b>	<b>C2:</b>
<b>Listening</b>	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar and the speaker adopts a DHH-specific mode. I can understand most TV news and current affairs programmes and the majority of films in standard dialect as long as these provide DHH-specific support	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly and the speaker adopts a DHH-specific mode. I can understand television programmes and films without too much effort as long as these provide DHH-specific support	I have no difficulty in understanding any kind of live and broadcast spoken language, even when delivered at fast native speed, provided the speaker adopts a DHH-specific mode or in the case of a broadcast the content is mediated for me using a DHH-specific mode.
<b>Spoken interaction</b>	I can interact with a degree of fluency and spontaneity that makes regular interaction with one or two native speakers quite possible as long as they adopt a DHH-specific mode. I experience more difficulty in larger groups which I may find quite demanding unless individuals are clearly visible, identify themselves and speak in turn. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers. The success of my interaction will nonetheless depend on others adopting a DHH-specific mode.	I can take part effortlessly in any conversation or discussion with one or two other people, as long as they adopt a DHH-specific mode, and have a good familiarity with idiomatic expressions and colloquialisms. While I can understand clearly what is said in larger discussion groups, members of that group need to be clearly visible, identify themselves and speak in turn.. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
<b>Spoken production</b>	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest, provided my audience can follow the DHH-specific mode my circumstances require me to adopt. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. My audience would expect that my descriptive vocabulary would tend towards visual rather than auditory, imagery or comparison.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion, provided my audience can follow the DHH-specific mode my circumstances require me to adopt. Where the delivery invited feedback or supplementary questions I would wish speakers to identify themselves and be visible, adopting a DHH-specific mode. My audience would expect that my descriptive vocabulary would tend towards visual, rather than auditory imagery or comparison.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points, provided my audience can follow the DHH-specific mode my circumstances require me to adopt. Where the delivery invited feedback or supplementary questions I would wish speakers to identify themselves and be visible, adopting a DHH-specific mode. My audiences would expect that my descriptive vocabulary would tend towards visual, rather than auditory imagery or comparison.
<b>Reading</b>	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose,.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
<b>Writing</b>	I can write clear, detailed text on a wide range of subjects related to my interests. I can write and essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in a letter, an essay or a report, underlining what I consider to be the significant issues. I can write different kinds of texts in an assured, personal, style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

## Summary of language learning and intercultural experiences

(Key to columns: →1 = Up to 1 year; →3 = Up to 3 years; →5 = Up to 5 years; 5→ = Over 5 years)

<b>Language</b>				
<b>Part 1: Language learning and use in country/region where the language learned is not</b>				
	→1	→3	→5	5→
Primary/secondary/vocational education				
Higher education				
Adult education				
Other courses				
Regular use in the workplace				
Regular contacts with speakers of other languages				
Other				
Further information on language and intercultural experiences				
<b>Part 2: Stays in a region where the language is spoken:</b>				
Attending a language course				
Using the language for study or training				
Using the language at work				
Other				
Further information on language and intercultural experiences				

(Key to columns: →1 = Up to 1 year; →3 = Up to 3 years; →5 = Up to 5 years; 5→ = Over 5 years)

<b>Language</b>				
<b>Part 1: Language learning and use in country/region where the language learned is not</b>				
	→1	→3	→5	5→
Primary/secondary/vocational education				
Higher education				
Adult education				
Other courses				
Regular use in the workplace				
Regular contacts with speakers of other languages				
Other				
Further information on language and intercultural experiences				
<b>Part 2: Stays in a region where the language is spoken:</b>				
Attending a language course				
Using the language for study or training				
Using the language at work				
Other				
Further information on language and intercultural experiences				

(Key to columns: →1 = Up to 1 year; →3 = Up to 3 years; →5 = Up to 5 years; 5→ = Over 5 years)

<b>Language</b>				
<b>Part 1: Language learning and use in country/region where the language learned is not</b>				
	→1	→3	→5	5→
Primary/secondary/vocational education				
Higher education				
Adult education				
Other courses				
Regular use in the workplace				
Regular contacts with speakers of other languages				
Other				
Further information on language and intercultural experiences				
<b>Part 2: Stays in a region where the language is spoken:</b>				
Attending a language course				
Using the language for study or training				
Using the language at work				
Other				
Further information on language and intercultural experiences				

