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Europass Language Passport for Deaf and Hard of Hearing People



With the support of the Lifelong Learning Programme of the European Union.

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Europass Language Passport for Deaf and Hard of Hearing People

The Europass Language Passport allows you to describe your language skills, skills that are vital for learning and working in Europe.

It was developed by the Council of Europe as part of the European Language Portfolio which consists of three documents: the Language Passport, the Language Biography and the Dossier.

The Europass Language Passport uses the 6 European levels of the Common European Framework of Reference for Languages (CEF) to record the level of language proficiency achieved in a standardised format.

Each skill is rated at one of six levels of ability: Basic User (A1 and A2), Independent User (B1 and B2) and Proficient User (C1 and C2).

The Europass Language Passport for Deaf and Hard of Hearing People was developed by the Deaf Port project partnership, under the Lifelong Learning Programme of the European Union.

It takes account of the specific situations and the constraints that apply to the Deaf and Hard of Hearing learners.

What languages may be recorded

This Language Passport allows you to record your mother tongue and your ability to communicate with both hearing and deaf and hard of hearing people. The Deaf Port Europass Language Passport is about learner's ability to use another language, which can include any of these:

- languages which people learn formally (e.g. at school, at college, or on a study visit)
- languages which are learned from experience (e.g. through travel, a hobby, or work)
- languages of the family or community
- in certain circumstances, the mother tongue

The Deaf Port Europass Language Passport does not deal with ability in using sign languages or finger-spelling. The Deaf Port Project recognises that deaf sign languages are independent of oral languages. However, the descriptions of ability in sign languages would be quite different from the descriptions of ability in the Deaf Port Europass Language Passport for Speaking with other people, Making speeches and announcements, or Understanding what people say.

For some people, the mother tongue may be like a foreign language to them if they have been brought up to sign. This Europass Language Passport can be used to measure their ability in the language used around them.

The template of the Deaf Port Europass Language Passport can be downloaded free of charge from the project website www.deafport.eu.

More info on the Europass Language Passport: <http://europass.cedefop.europa.eu>

Examples of completed Europass Language Passports:

<http://europass.cedefop.europa.eu/europass/home/hornav/Downloads/LangPassport/ELPExamples.csp>

More info on the European Language Portfolio: www.coe.int/portfolio



Europass Language Passport for Deaf and Hard of Hearing People



SURNAME(S) FIRST NAME(S)	<input style="width: 95%;" type="text"/>
Date of birth (*)	<input style="width: 95%;" type="text"/>
Mother tongue(s)	<input style="width: 95%;" type="text"/>
Other language(s)	<input style="width: 95%;" type="text"/>

Language 1:				
Self-assessment of language skills (**)				
Understanding	Writing	Speaking skills		Understanding
Reading	Writing	Speaking with other people	Making announcements and speeches	Understanding what people say
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Diploma(s) or certificate(s) (***)				
Title of diploma(s) or certificate(s)	Awarding body	Date	European level (***)	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Linguistic experience(s) (*)				
Description	From	To		
<input type="text"/>	<input type="text"/>	<input type="text"/>		
<input type="text"/>	<input type="text"/>	<input type="text"/>		
<input type="text"/>	<input type="text"/>	<input type="text"/>		
<input type="text"/>	<input type="text"/>	<input type="text"/>		

(*) Headings marked with an asterisk are optional.

(**) See Self-assessment grid.

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



Europass Language Passport for Deaf and Hard of Hearing People



Language 2:

Self-assessment of language skills (**)

Understanding	Writing	Speaking skills		Understanding
Reading	Writing	Speaking with other people	Making announcements and speeches	Understanding what people say

Diploma(s) or certificate(s) (***)

Title of diploma(s) or certificate(s)	Awarding body	Date	European level (***)

Linguistic experience(s) (*)

Description	From	To

(*) Headings marked with an asterisk are optional.

(**) See Self-assessment grid.

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



Europass Language Passport for Deaf and Hard of Hearing People



Language 3:

Self-assessment of language skills (**)

Understanding	Writing	Speaking skills		Understanding
Reading	Writing	Speaking with other people	Making announcements and speeches	Understanding what people say

Diploma(s) or certificate(s) (***)

Title of diploma(s) or certificate(s)	Awarding body	Date	European level (***)

Linguistic experience(s) (*)

Description	From	To

(*) Headings marked with an asterisk are optional.

(**) See Self-assessment grid.

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

SELF-ASSESSMENT SCALES BY SKILL AND LEVEL FOR DEAF AND HARD OF HEARING PEOPLE

Skills and levels	A1	A2	B1	B2	C1	C2
<p>Reading</p> <p><i>Reading in a foreign language is particularly difficult if a different script is used. If the script is different from my own, I might find it hard to read much or indeed anything at all, even if my ability in speaking and listening is good. When I read, I might do so slowly and hesitantly, and if I read aloud, my pronunciation might be poor for certain words and phrases.</i></p>	<p>Reading</p> <p>In a learning situation, I can understand familiar words and set phrases. I can understand some everyday items, such as notices, signs, labels or menu items.</p>	<p>Reading</p> <p>I can read very short, simple texts. I can understand specific, predictable information.</p>	<p>Reading</p> <p>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.</p>	<p>Reading</p> <p>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.</p>	<p>Reading</p> <p>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.</p>	<p>Reading</p> <p>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.</p>

Skills and levels	A1	A2	B1	B2	C1	C2
<p>Writing</p> <p><i>Any learner can have problems with writing in a foreign language for example, keyboard layouts differ; accents, letter marks and punctuation might appear unusual; and different scripts cause problems. If the script is different from my own, I might find it hard to write much or indeed anything at all, even if my ability in speaking and listening is good. If I write, my spelling might be inaccurate and my handwriting might be unreliable; if I use a keyboard my writing is slow.</i></p>	<p>Writing</p> <p>I can write a short, simple postcard, for example sending holiday greetings, using handwriting. I can fill in forms with personal details.</p>	<p>Writing</p> <p>I can write short, simple notes and messages on everyday matters, such as meeting times, directions, or shopping lists. I can write a very simple personal letter, for example thanking someone.</p>	<p>Writing</p> <p>I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.</p>	<p>Writing</p> <p>I can write clear, detailed text on a wide range of subjects related to my interests. I can write an 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.</p>	<p>Writing</p> <p>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.</p>	<p>Writing</p> <p>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.</p>

Skills and levels	A1	A2	B1	B2	C1	C2
<p>Speaking with other people</p> <p><i>All learners have problems with pronunciation when learning a language. If I have further problems caused because I am deaf or hard of hearing, I use a variety of ways of helping myself, including making speakers aware of my pronunciation problem, offering repetition, and using extra gestures or a variety of maps, symbols, sketches or written words. I might request to see the lips and faces of people while they are speaking. If these techniques are a supplement to my speaking ability, and not a replacement for it, then I consider that I am at the level described.</i></p>	<p>Speaking with other people</p> <p>I can interact in a simple way on everyday topics. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</p>	<p>Speaking with other people</p> <p>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. 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.</p>	<p>Speaking with other people</p> <p>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.</p>	<p>Speaking with other people</p> <p>I can interact with a degree of fluency and spontaneity that makes regular interaction with one or two native speakers. I experience more difficulty in larger groups which I may find quite demanding. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p>	<p>Speaking with other people</p> <p>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.</p>	<p>Speaking with other people</p> <p>I can take part effortlessly in any conversation or discussion with one or two other people. I have a good familiarity with idiomatic expressions and colloquialisms. I can sometimes understand clearly what is said in larger discussion groups. 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.</p>

Skills and levels	A1	A2	B1	B2	C1	C2
<p>Making announcements and speeches</p> <p><i>All learners have problems with pronunciation when learning a language. If I have further problems caused because I am deaf or hard of hearing, I use a variety of ways of helping myself, including making speakers aware of my pronunciation problem, offering repetition, and using extra gestures or a variety of maps, symbols, sketches or written words. If these techniques are a supplement to my speaking ability, and not a replacement for it, then I consider that I am at the level described.</i></p>	<p>Making announcements and speeches</p> <p>I can use simple phrases and sentences to give basic information, such as where I live and people I know.</p>	<p>Making announcements and speeches</p> <p>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.</p>	<p>Making announcements and speeches</p> <p>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.</p>	<p>Making announcements and speeches</p> <p>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p>Making announcements and speeches</p> <p>I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	<p>Making announcements and speeches</p> <p>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. I can usually respond to feedback or supplementary questions.</p>

Skills and levels	A1	A2	B1	B2	C1	C2
<p>Understanding what people say</p> <p><i>If I have problems hearing what is said in this language, I use a variety of ways of helping myself, such as making speakers aware that I am deaf or hard of hearing. I might ask for repetition, request to see their lips and faces while they are speaking, or use a variety of public or personal hearing aids. Everyday noise can sometimes make hearing very difficult. Difficulty in hearing on certain occasions is not because of a lack of ability by me, but a temporary lack of suitable conditions preventing me from using my ability.</i></p>	<p>Understanding what people say</p> <p>I can recognise familiar words and very basic phrases concerning myself, my family and everyday life.</p>	<p>Understanding what people say</p> <p>I can understand words and phrases related to everyday life (e.g. basic personal or family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and live announcements. I can understand the key points from television, films, and sometimes radio.</p>	<p>Understanding what people say</p> <p>I can understand the main points on familiar matters regularly encountered in work, school, leisure, or the family. I can understand the main point of many radio programmes on current affairs or topics of personal or professional interest. I can understand TV programmes with similar content.</p>	<p>Understanding what people say</p> <p>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes and the majority of films in standard dialect.</p>	<p>Understanding what people say</p> <p>I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.</p>	<p>Understanding what people say</p> <p>I have no difficulty in understanding any kind of live and broadcast spoken language, even when delivered at fast native speed.</p>