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**European Language Portfolio for Deaf and Hard of Hearing People**

# LANGUAGE PASSPORT



With the support of the Lifelong Learning Programme of the European Union.  
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## The Council of 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:**

Language Policy, Council of Europe, Strasbourg, France

Web site: <http://www.coe.int/t/dg4/linguistic/>

## The Language Passport

This document is a record of language skills, qualifications and experiences. It is part of a European Language Portfolio (ELP) 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).

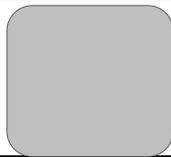
This Language Passport is recommended for adult users (16+).

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: [www.coe.int/portfolio](http://www.coe.int/portfolio)

This Language Passport is part of the European Language Portfolio for Deaf and Hard of Hearing People (ELP DHH) issued by:

Name of Institution	.....	
Web site	.....	

Name of the Language Passport holder: .....

Signature: .....

## The ELP for Deaf or Hard of Hard of Hearing Learners

The ELP for Deaf or Hard of Hard of Hearing Learners (DHH) takes account of the DHH-specific situations and the constraints that apply to the DHH learner. For you as a deaf or hard of hearing user of other languages, account must be taken of how you may have learned and are likely to use, your communicative skills and abilities. However, this does not affect standards. In order to achieve a particular level of ability in any language skill, the communicative performance of a deaf and hard of hearing person must match the internationally agreed norms and standards which apply to everyone.

Because you may not be aware of how the European Language Portfolio for Deaf and Hard of Hearing People (ELP DHH) is compiled, there are explanations below (see Further advice for deaf or hard of hard of hearing learners). Your main sources of information should be the User's Guide and your Language Biography documents.

### How to complete the Language Passport

- Go to My Language Passport below
- Enter your name and date of birth
- In the box Mother Tongue(s) write the name of the language(s) you have used from early life
- In the following boxes write the name of languages you have learned other than your mother tongue(s)
- 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

The Self-Assessment Scale is based on the Council of Europe's [Common European Framework of Reference – Learning Teaching and Assessment](#) (CEFR). Each language learned is recorded under five separate skills: Reading, Writing, Speaking with other people, Making announcements and speeches, and Understanding what people say.

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).

For each skill there is a 'can do' statement, which briefly describes what you can do at that level of ability.

Use this scale to record your levels of ability.

In the Language Biography, tasks are described in much greater detail; you may want to have a look now.

### Summary of language learning and intercultural experience

The summary is in two parts. The first part is about your experiences of studying the language in a country in which the language learned is not normally spoken. This typically includes formal education, such as going to school and learning a foreign language in your own country. The second part refers to residence in the country of the language learned for any reason – such as 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. You can also list attendance certificates.

In the Language Passport you record information such as

- the level of the award A1 – C2 if stated on the certificate
- the name of the qualification (e.g. Matura, GCSE, Baccalaureate, Abitur, BA degree)
- the name of the awarding body (e.g. an examining board)
- the date of the award

Certificates may be kept in another section of the ELP, the Language Dossier, as evidence of qualifications recorded here.

### **Further advice for deaf or hard of hearing learners**

The communicative performance of a deaf and hard of hearing person must match the descriptors. If it takes longer for a DHH learner to reach a given level, this is quite acceptable. The situation is similar to that of any hearing learner learning languages: it takes longer to reach a target level in what is seen as a difficult language (very foreign) than it does to reach the same level in a so-called easy language.

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

This Language Passport allows you to record your mother tongue and your ability to communicate with both hearing and DHH people. The ELP DHH 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 ELP DHH 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 ELP DHH for Speaking with other people, Making announcements and speeches, 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. The ELP DHH can be used to measure their ability in the language used around them.

Details of what languages are eligible for the ELP DHH are in your User Guide.

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

The ELP DHH recognises that there are constraints on DHH learners. When you refer to the self-assessment scale in the Language Passport and are completing the Language Biography, attention is drawn to any conditions relevant to your language learning and experiences as a deaf or hard of hearing person. Examples might include:

- you need to rely more on visual clues to make inferences about speech
- you understand well emphatic facial expression, bodily stance and gesture in live conversation
- your need to see the speaker's face when you are lip-reading

You may make use of both devices such as hearing aids and induction loops. Using aids to hearing, or listening through repetition, might lengthen your performance time and affect the precision with which you communicate or understand. The ELP DHH records the standards you reach.

There are some types of source material which you cannot be expected to fully understand or respond to and assessment is not practical.. Typical examples might include sound sources, such as public address announcements, where the speaker is not visible and there is no supporting visual communication to support the message. This could also occur on DVD or TV where there are no subtitles and the speaker is a voice over.

## My Language Passport

### Personal details

Name

Date of Birth

### Profile of language skills

Mother tongue(s)

Other language 1

Other language 2

Other language 3

*Add further languages as necessary*

**Self-assessment**

**Language 1**

	<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>B2</b>	<b>C1</b>	<b>C2</b>
Reading						
Writing						
Speaking with other people						
Making announcements and speeches						
Understanding what people say						

**Language 2**

	<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>B2</b>	<b>C1</b>	<b>C2</b>
Reading						
Writing						
Speaking with other people						
Making announcements and speeches						
Understanding what people say						

**Language 3**

	<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>B2</b>	<b>C1</b>	<b>C2</b>
Reading						
Writing						
Speaking with other people						
Making announcements and speeches						
Understanding what people say						

Add further grids as necessary

Skills and levels	A1	A2	B1	B2	C1	C2
<p><b>Reading</b></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><b>Reading</b></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><b>Reading</b></p> <p>I can read very short, simple texts. I can understand specific, predictable information.</p>	<p><b>Reading</b></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><b>Reading</b></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><b>Reading</b></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><b>Reading</b></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><b>Writing</b></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><b>Writing</b></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><b>Writing</b></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><b>Writing</b></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><b>Writing</b></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.</p> <p>I can write letters highlighting the personal significance of events and experiences.</p>	<p><b>Writing</b></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><b>Writing</b></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><b>Speaking with other people</b></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><b>Speaking with other people</b></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><b>Speaking with other people</b></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><b>Speaking with other people</b></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><b>Speaking with other people</b></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><b>Speaking with other people</b></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><b>Speaking with other people</b></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><b>Making announcements and speeches</b></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><b>Making announcements and speeches</b></p> <p>I can use simple phrases and sentences to give basic information, such as where I live and people I know.</p>	<p><b>Making announcements and speeches</b></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><b>Making announcements and speeches</b></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><b>Making announcements and speeches</b></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><b>Making announcements and speeches</b></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><b>Making announcements and speeches</b></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><b>Understanding what people say</b></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><b>Understanding what people say</b></p> <p>I can recognise familiar words and very basic phrases concerning myself, my family and everyday life.</p>	<p><b>Understanding what people say</b></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><b>Understanding what people say</b></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><b>Understanding what people say</b></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><b>Understanding what people say</b></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><b>Understanding what people say</b></p> <p>I have no difficulty in understanding any kind of live and broadcast spoken language, even when delivered at fast native speed.</p>

## Summary of language learning and intercultural experiences

### Part 1

Key to time scales

→1 = up to 1 year; →3 = up to 3 years; →5 = up to 5 years; 5→ = over 5 years

Language					
Part 1 Language learning and use in a country or region where the language learned is not spoken					
	→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					

*Photocopy more sheets if you need them*

**Part 2**

Key to time scales

→1 = up to 1 month; →3 = up to 3 months; →5 = up to 5 months; 5→ = over 5 months

<b>Language</b>				
<b>Part 2</b>				
<b>Stays in a region where the language is spoken</b>				
	→1	→3	→5	5→
Attending a language course				
Using the language for study or training				
Using the language at work				
Other				
Other				
Further information on language and intercultural experiences				

*Photocopy more sheets if you need them*



## **The Council of Europe**

The Council of Europe is a family of 46 countries stretching from Iceland to Azerbaijan. Millions of people in those countries have a lot in common – their experiences are similar and they have similar interests – but their languages, cultures and histories are different.

The Council of Europe's aim is to help you understand and respect other peoples and everything that makes them different. It also encourages them to respect you.

The Language Passport is part of your European Language Portfolio, which is a tool to help you learn new languages and understand other cultures.

### **Notice to the holder of the Language Passport**

- ✓ *This passport is yours. Don't forget to sign it.*
- ✓ *Don't forget to fill in your personal details*
- ✓ *Your Language Passport is a record of your work, together with the Language Biography.*
- ✓ *You can update it from time to time (twice a year, say)*
- ✓ *You can show it to anyone you want.*
- ✓ *Your teacher or mentor can help you to understand it and fill it in.*

## **Project and Partner information:**

The main objective of the Deaf Port project was to develop a multilingual European Language Portfolio for the deaf and hard of hearing learners of languages (16+) and Europass Language Passport.

The Deaf Port model of the European Language Portfolio addresses the language learning needs of deaf and hard of hearing, and puts language teaching and learning of the target group in the context of common European standards.

It was developed by a consortium of 10 partners from 7 countries with the support of the Lifelong Learning Programme of the European Union.

1. **ECET – European Centre for Education and Training**, Sofia, Bulgaria, project coordinator: [www.ecet.bg](http://www.ecet.bg)
2. **Assist Net**, Sofia, Bulgaria: [www.assist-net.eu](http://www.assist-net.eu)
3. **Human Resource Development Centre**, Sofia, Bulgaria: [www.hrdc.bg](http://www.hrdc.bg)
4. **University of West Bohemia**, Plzen, Czech Republic: [www.zcu.cz](http://www.zcu.cz)
5. **ICC International Certificate Conference e.V.**, Hamburg, Germany: [www.icc-languages.eu](http://www.icc-languages.eu)
6. **Institute for Language and Speech Processing**, Athens, Greece: [www.ilsp.gr](http://www.ilsp.gr)
7. **Public Service Language Centre**, Riga, Latvia: [www.vmc.lv](http://www.vmc.lv)
8. **University of Pitesti**, Pitesti, Romania: [www.upit.ro](http://www.upit.ro)
9. **University of Westminster**, London, UK: [www.wmin.ac.uk](http://www.wmin.ac.uk)
10. **Language Training London**, St Albans, UK: [www.ltltraining.eu](http://www.ltltraining.eu)

**More at:** [www.deafport.eu](http://www.deafport.eu)

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