



DEAF PORT PROJECT

**Developing a European Language Portfolio
for the Deaf and Hearing-Impaired**

DESCRIPTOR TABLES

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**adapted for the Deaf and Hard of Hearing
with Commentary**

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DESCRIPTOR TABLES adapted for the Deaf and Hard of Hearing (with Commentary)

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FOREWORD

The main outcome of the Deaf Port Project is the development of a multilingual European Language Portfolio for the Deaf and Hearing-Impaired (16+) and a Europass Language Passport. The objective is to:

- enhance the motivation of the Deaf and Hearing-Impaired to develop, extend and diversify their language skills;
- help them to reflect on their objectives, ways of and success in language learning;
- develop their capacity for independent learning;
- address their learning needs in the most comprehensive way, providing suitable format and adaptation of descriptions;
- introduce commonly recognized standards and ensuring transparency and coherence in language learning.

The term Deaf and Hearing-Impaired covers many people. There are various deaf communities, such as the oral deaf (who use spoken language), those who use only sign language, the partly deaf, those born deaf, or those losing hearing later in life. While acknowledging the differences among these groups, for convenience in this report they are referred to as the 'Deaf and hard of hearing' or DHH as a general term.

'Hard of hearing' is a term commonly used to describe partly deaf people. There might be some argument for using 'hearing impaired' (in parallel with 'visually impaired' for partly blind people). However, 'hard of hearing' is probably better since it is more neutral. No hearing norm is implied, the term merely states that the person can hear but with difficulty.

Many people who are described as 'handicapped', by reference to the abilities of the majority of people, strongly resent being labelled in this way rather than in a way which shows their characteristics, including strengths, which may differ from those of the majority. Such feelings are particularly strong among the various deaf communities. In addition, it seems appropriate to bear in mind that DHH people use language for communicating both with other DHH as well as with hearing people.

There is no value in setting up a framework where hearing is regarded as a norm from which deaf people depart.

To take a concrete example, hearing people having to use an assistive device (such as a telecommunications relay service) might find this a constraint in terms of their expectations of speed and accuracy and hence a barrier to communication. They would think the same about a telephone line with poor reception. However, while DHH might perceive the assistive device as a constraint - where it would be desirable to improve the technology, as with the telephone line with poor reception. But they would not necessarily find it a barrier to communication because everyone in their DHH community is working in the same way.

In general the Deaf Port should use handicap-neutral language - language that treats deafness as a characteristic which can necessitate modifications to communication practice in certain situations rather than as a handicap.

In line with CEF and current best practice, the descriptors presented here are framed in terms of 'can-do' (if necessary with support and assistance) rather than 'cannot-do'.

Adopting this approach to the DHH, amended descriptors, and project implementation means that the ELP will be sensitive to the situation concerning the DHH and ultimately will be both more acceptable and more accessible to the deaf and hard of hearing.

KEY TO TABLE TEXTS

bold text indicates suggested additions and changes to CEF descriptors

Italic text indicates CEF items flagged up for reflection and discussion

bold+italic text indicates editorial comment

CEF TABLE 1. COMMON REFERENCE LEVELS

OVERVIEW FOR NON-SPECIALIST USERS

The original project design suggests that sign language was not intended to be included in this discussion. However, this may need to be reconsidered. Some reference has been made to it below, since DHH people are likely in many instances to use this mode of communication as a reinforcement of and supplement to vocalized speech.

Sign language would appear to be of two basic types – (i) a one-for-one reproduction of a spoken language (for example ‘signed English’) and (ii) an independent system of signs with its own grammar and syntax (for example ‘British sign language’, ‘American sign language’ etc.). There is a strong argument for accepting sign languages of type (i) as a valid alternative communication channel for DHH people communicating with other DHH (and with hearing people familiar with that language). However, in practice it is unlikely that users will adhere rigidly to word-for-word ‘transcription’ into signs and will use ‘shortcuts’ and other convenient elements from type (ii) languages in addition.

There is a valid argument for regarding sign languages of type (ii) as legitimate languages of the European Union and therefore intended to be covered by CEFR. There has been passionate debate as to the merits of spoken (oral) and signed (manual) communication in education for the deaf and if it is decided to eliminate sign language from consideration, it would seem to be necessary for the project to set out in a convincing argument why this should be the case. It may be that finance and scope are the limiting factors for the project, rather than linguistic considerations.

A rejection of sign language, real or apparent, could alienate a substantial segment of the DHH community and reduce the appeal and usefulness of the Portfolio. On the one hand a Portfolio is useful for informing the general public (such as employers) of a user’s ability and might be expected to focus on the needs of the Oral Deaf – those interacting directly with hearing people. On the other hand elements of the Portfolio such as the reflection on learning styles and experiences in the Language Biography would also be of great use, for example, to those with sign language as L1.

CEF TABLE 2. GLOBAL SCALE (CEF P. 24).

Reminder re Key to table texts

bold text indicates suggested additions and changes to CEF descriptors

Italic text indicates CEF items flagged up for reflection and discussion

i>

bold+italic text indicates editorial comment

This document will be revised after discussions with the Project Group and Target groups.

CEF GLOBAL CATEGORY	CEF LEVEL	CEF DESCRIPTOR	COMMENTS
(i)		Where the situation can be readily handled without the need for audio input and output (or where essential audio information is converted into a non-audio form)	<p><i>Rubric inserted to contextualize and clarify how all these levels also apply to the DHH, but with constraints and provisos.</i></p> <p><i>The expectation is that allowances should be made where speed or accuracy is impacted because of technical limitations in assistive devices, but no allowance is made for lack of skill or practice on the part of the user, since the user is expected to master the device to the limits of its inherent technical capacity. This may mean more time is needed by a DHH learner than a hearing person to achieve a comparable level.</i></p> <p><i>Consideration is needed as to whether sign languages of (i) the verbatim reproduction of a spoken language type (ii) the independent type should be reflected in rubrics/descriptors.</i></p>
(ii)		Where input texts are available in an accessible form (such as amplified audio , written text, lip-readable speech or <i>sign language consisting of a verbatim transcription of the input words</i>)	
(iii)		With appropriate use of other modes of information gathering (such as face-to-face questioning in place of listening to a radio source) where resources are not otherwise available in an accessible form	
(iv)		Where suitable assistive devices (such as hearing aids, computer speech recognition systems or computer dictation programs) are used	
(v)		Within the technical limits of any assistive devices used	
(vi)		Assuming sufficient skill and familiarity with any assistive devices	
(vii)		With regard to the communication needs of hearing communication partners where appropriate	
(viii)		With adjustment where appropriate by hearing communication partners in the use of verbal communication	
(ix)		<i>Visual support to comprehension – an example where an overall rubric needs also to be supported by modification to individual descriptors</i>	

A DEAF OR HARD OF HEARING LANGUAGE USER:			
Proficient User	C2	Can understand with ease virtually everything encountered Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.	<i>There would not seem to be an obvious substitute for 'heard'</i>
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.	
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes <i>regular interaction with native speakers quite possible without strain for either party</i> . Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	<i>A certain amount of adjustment will be necessary in interactions with native speakers. DHH users may need increased sensitivity to implicit meaning/ body language etc. to compensate for unavailable intonation cues. Hearing interlocutors may need to reduce their reliance on tone of voice and other intonation cues and be prepared for DHH users who do not use or respond to vocal intonation cues as expected. Issue of pronunciation – all learners struggle with the pronunciation of foreign languages, however there is an issue for those born deaf that they may lack the physical capacity to learn to pronounce in a recognizable/acceptable manner. The question is how far this needs to be taken into account in assessing proficiency. Speech synthesizers from text already exist and might be a solution in some cases. (Speech synthesizers from sign do not currently exist but might be feasible at some point in the future).</i>

	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	<i>By and large, DHH language users will be able to 'deal with most situations likely to arise whilst travelling in an area where the language is spoken', but considerable adjustment and preparation may be needed. Certain instances such as important loudspeaker announcements when travelling might not be able to be handled.</i>
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	<i>Descriptions produced by DHH may differ from those typical of hearing speakers (for example be rich in expressions relating to vision, touch, smell etc. but not feature expressions related to sound). Similarly there may be limits on DHH comprehension of descriptions of music or other sounds. However, most people are probably primarily visually focused, so the differences here may not be as significant as might be the case with say the blind.</i>
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	

CEF TABLE 3. COMMON REFERENCE LEVELS: SELF-ASSESSMENT GRID (CEF P. 26-27)

		A1	A2	B1	Comments
UNDERSTANDING	Listening Where communication is addressed directly to me face-to-face, where lip-reading is possible or where subtitling is available	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 and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	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 <i>radio</i> or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	<i>Assumption here is that DHH will use a hearing aid or lip-read. Subtitling and/or visuals may make TV or film accessible. Radio is not accessible without some form of subtitling/interpreting/ commenting mechanism human or mechanical. Conceivable also that conversion into verbatim type of sign language might be used. Conversion into independent type of sign language is more like translation into L1 than conversion of L2 mode. Compensatory strategy may be improved awareness of body language compared to hearing person. Hearing people may have to be careful not to use exaggerated gestures in order to 'aid' comprehension by DHH.</i>
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	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.	<i>There might be an issue that the DHH user has problems understanding for example written English as opposed to British Sign language (where the correspondence is not word for word). This would seem to be a case where L1 is sign language and L2 written English (or other European language). This would seem to be exactly parallel to a L1 German speaker reading English and no special consideration would appear to be called for here.</i>

SPEAKING	<p>Spoken Interaction Where there is flexibility on both sides when dealing with hearing people</p>	<p>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</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, even though I can't usually understand enough to keep the conversation going myself.</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 or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p><i>DHH people lip-reading might not be aware of comments and asides or interruptions to a speaker's turn. This can be a problem for DHH in conversations involving several people (see separate descriptor set 'Conversation with Multiple Speakers'). Adjustments to expectations may need to be made both by DHH and hearing communication partners</i></p>
	<p>Spoken Production Where there is flexibility on both sides when dealing with hearing people</p>	<p>I can use simple phrases and sentences to describe where I live and people I know.</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>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><i>There may be some problems with pronunciation. Also differences in DHH and hearing usage of stress, tone and intonation may cause some interference with audience reception of the message. This can be at least partially compensated by increased linguistic coherence from the speaker as well as sensitivity on the part of the audience. There may also need to be some adjustment to expectations of body language for example connected with DHH use of sign language to supplement or reinforce meaning. This may cause frustration to DHH when the signs are not understood as well as distraction and frustration to hearing people who may not understand.</i></p>

WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	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.	<i>There may be interference from sign language as L1, but this is not unique to DHH and does not need to be compensated for.</i>

		B2	C1	C2	Comments
UNDERSTANDING	Listening Where communication is addressed directly to me face-to-face, where lip-reading is possible or where subtitling is available	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. I can understand the majority of films in standard dialect.	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.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at <i>fast native speed</i> , provided I have some time to get familiar with the <i>accent</i> .	<i>subtitling situation. (natural speech). An element in the input provided to which not usually in</i>
	Reading	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes 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.	

SPEAKING	<p>Spoken Interaction Where there is flexibility on both sides when dealing with hearing people</p>	<p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</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>I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. 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>	<p>Again issues of pronunciation, tone, intonation, stress, emphasis.</p>
	<p>Spoken Production Where there is flexibility on both sides when dealing with hearing people</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>I can present clear, detailed descriptions of complex subjects integrating sub- themes, developing particular points and rounding off with an appropriate conclusion.</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.</p>	<p><i>Informal style may be a problem to DHH who encounter foreign language mainly through written text, subtitles and sign language rather than lip-reading</i></p>

WRITING	Writing	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.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select 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.	<i>Formal written style probably no more of a problem for DHH than for hearing people</i>
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CEF TABLE 4. COMMON REFERENCE LEVELS: QUALITATIVE ASPECTS OF SPOKEN LANGUAGE USE (CEF P. 28-29)

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal cues apparently effortlessly <i>though intonational cues will probably be missed</i> . Can interweave his/her contribution into the joint discourse with fully natural <i>turntaking</i> , referencing, allusion making, etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+ B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

B1+ B1	Has enough language to get by, with sufficient vocabulary to express him/ herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2+ A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

Table 4 appears to be accessible to the DHH without much significant alteration.

One possible exception might be C2 Interaction where some intonation clues will probably be missed

Increased sensitivity to body language of speaker and audience etc. will often compensate for this but in some circumstances will not be able to compensate entirely.

There is also the question of how much of listeners' body language or information about turn taking can be read while simultaneously lip-reading a speaker.

CEF TABLE 5. EXTERNAL CONTEXT OF USE: DESCRIPTIVE CATEGORIES (CEF P. 48-49)

Domain	Locations	Institutions	Persons (Deaf, hard of hearing and fully hearing)	Objects	Events	Operations	Texts
Personal	Home: house, rooms, garden own of family of friends of strangers Own space in hostel, hotel The countryside, seaside	<i>The family</i> <i>Social networks</i>	<i>(Grand)Parents, offspring, siblings, aunts, uncles, cousins, in-laws, spouses, intimates, friends, acquaintances</i>	Furnishing and furniture Clothing Household equipment Toys, tools, personal hygiene Objets d'art, books, Wild/domestic animals, pets Trees, plants, lawn, ponds Household goods Handbags Leisure/sports equipment	<i>Family occasions</i> <i>Encounters</i> <i>Incidents, accidents</i> Natural phenomena <i>Parties, visits</i> Walking, cycling motoring Holidays, excursions Sports events	Living routines: dressing, undressing cooking, eating, washing DIY, gardening Reading, <i>radio and TV</i> <i>Entertaining</i> Hobbies Games and sports	Teletext Guarantees Recipes Instructional material Novels, magazines Newspapers Junk mail Brochures Personal letters <i>Broadcast and recorded spoken texts</i>
Public	Public spaces: street, square, park Public transport Shops (super)markets Hospitals, surgeries, clinics Sports stadia, fields, halls Theatre, cinema,	Public authorities Political bodies The law Public health Services clubs Societies Political parties Denominations	Members of the public Officials Shop personnel Police, army, security Drivers, conductors Passengers Players, fans, spectators	Money, purse, wallet Forms Goods Weapons Rucksacks Cases, grips Balls Programmes Meals, drinks, snacks	Incidents Accidents, illnesses Public meetings Law-suits, court trials Rag-days, fines, arrests Matches, contests Performances	Buying and obtaining public services Using medical services Journeys by road/ rails/ship/air Public entertainment and leisure activities	<i>Public announcements and notices</i> Labels and packaging Leaflets, graffiti Tickets, timetables Notices, regulations Programmes Contracts

	entertainment Restaurant, pub, hotel Places of worship		Actors, audiences Waiters, barpersons Receptionists Priests, congregation	Passports, licences	Weddings, funerals	Religious services Menus Sacred texts, sermons, hymns	
Occupational	Offices Factories Workshops Ports, railways Farms Airports Stores, shops Service industries Hotels Civil Service	Firms Multinational corporations Nationalised industries Trade unions	Employers/ees Managers Colleagues Subordinates Workmates Clients Customers Receptionists, secretaries Cleaners	Business machinery Industrial machinery Industrial and craft tools	Meetings Interviews Receptions Conferences Trade fairs Consultations Seasonal sales Industrial accidents Industrial disputes	Business admin. Industrial management Production operations Office procedures Trucking Sales operations Selling, marketing Computer operation Office maintenance	Business letter Report memorandum Life and safety notices Instructional manuals Regulations Advertising material Labelling and packaging operation Job description Sign posting Visiting cards
Educational	Schools: hall classrooms, playground, Sports fields, corridors Colleges Universities Lecture theatres Seminar rooms Student Union Halls of residence Laboratories Canteen	School College University Learned societies Professional Institutions Adult education bodies	Class teachers Teaching staff Caretakers Assistant staff Parents Classmates Professors, lecturers (Fellow) students Library and laboratory staff Refectory staff, cleaners Porters, secretaries	Writing material School uniforms Games equipment and clothing Food Audio-visual equipment Blackboard & chalk Computers Briefcases and school bags	Return to school / entry Breaking up Visits and exchanges Parents' days / evenings Sports days, matches Disciplinary problems	Assembly Lessons Games Playtime Clubs and societies Lectures, essay writing Laboratory work Library work Seminars and tutorials Homework Debates and discussions	Authentic texts (as above) Textbooks, readers Reference books Blackboard text OP text Computer screen text Videotext Exercise materials Journal articles Abstracts Dictionaries

Table 5 is relevant to the DHH, since they live in the same world as hearing people, though their perceptions of many of the locations, persons, objects, events etc will inevitably vary in significant ways from those of hearing people.

The considerations already referred to above (need for assistive devices, appropriately formatted input/ output etc) are relevant virtually throughout the table. In real-time face-to-face interactions, a hearing aid or lip-reading would appear to be a practical necessity in dealing with hearing people (and perhaps signing in dealing with other DHH). Otherwise little interaction would be possible.

There is one highly significant aspect of external context that relates to DHH language use. This is the distinction between 'interacting with other DHH individuals' and 'interacting with hearing people'. It is not clear how this might be incorporated into the table. It seems to be an umbrella characteristic of 'Persons' and applies to all the sub categories – Personal/ Public/ Occupational/ Educational and the individuals in these categories.

Some areas such as TV, theatre, would be accessible to DHH through subtitling or commentary, but would be experienced by them in a different way compared to hearing individuals. (For example, considerable atmosphere is created in a film by use of background music.) Radio would appear to be largely inaccessible to DHH except through simultaneous sign language interpretation or computer speech recognition. Telephone would tend to be replaced by real time computer text chat (or sign language interaction via webcam). Before the availability of personal computers, systems existed for sending typed messages along telephone lines. These devices (TTY or teletypewriter) are apparently still in common use among deaf people (who may for example be economically disadvantaged and thus unable to update to computer systems).

OVERALL ORAL PRODUCTION

<p>OVERALL ORAL PRODUCTION</p> <p>(i) <i>With focus and emphasis reflecting their distinctive experience of the world</i></p> <p>(ii) With regard to the communication needs of hearing communication partners where appropriate</p> <p>(iii) With adjustment where appropriate by hearing communication partners in the use of verbal communication</p> <p><i>It should be assumed that there will be adjustment on both sides in terms of usage and expectations of verbal communication ough this will need to be made explicit where appropriate.</i></p>	<p>(i) DHH speakers will need to adapt their speech to their audience. What they say will obviously reflect their experience of the world. In order to communicate, they may need to deal with concepts and experiences that are relevant only to hearing people. This type of proviso probably more relevant in material aimed at hearing people rather than at DHH</p> <p>(ii) Rubric for the descriptors needs to reflect the fact that communication partners for DHH may be other DHH as well as hearing people.</p> <p>(iii) DHH people may not use stress and intonation where it is expected by hearing people or may display irrelevant or confusing intonation patterns (they may not associate particular speech features with meanings or might even be unaware they are displaying them).</p>
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C2	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
B2.2	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
B2.1	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
A2	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
A1	Can produce simple mainly isolated phrases about people and places.

DESCRIBING EXPERIENCE

SUSTAINED MONOLOGUE: Describing experience <i>(i) With focus and emphasis reflecting their distinctive experience of the world</i> <i>(ii) With regard to the communication needs of hearing communication partners where appropriate</i> <i>(iii) With adjustment where appropriate by hearing communication partners in the use of verbal communication</i>		<i>There is an audience even for a monologue – there may need to be adjustment in use (by DHH) and expectations (by hearing people) of verbal communication.</i>
C2	Can give clear, smoothly flowing, elaborate and often memorable descriptions.	
C1	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	
B2	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	
B1	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g. an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.	<i>Film is an obvious instance where there may be difference of emphasis – focus by DHH perhaps colour, movement and visual appeal rather than on background music/ atmosphere/ vocal characterization.</i>
A2.2	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something.	
A2.1	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	
A1	Can describe him/herself, what he/she does and where he/she lives.	

PUTTING A CASE

SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate)	
(i)	<i>With focus and emphasis reflecting their distinctive experience of the world</i>
(ii)	<i>With regard to the communication needs of hearing communication partners where appropriate</i>
(iii)	<i>With adjustment where appropriate by hearing communication partners in the use of verbal communication</i>
C2	No descriptor available
C1	No descriptor available
B2.2	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.
B2.1	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1.2	Can develop an argument well enough to be followed without difficulty most of the time.
B1.1	Can briefly give reasons and explanations for opinions, plans and actions.
A2	No descriptor available
A1	No descriptor available

PUBLIC ANNOUNCEMENTS

PUBLIC ANNOUNCEMENTS	<i>The distinctive world view of a DHH individual would seem to be less relevant here, assuming that the announcements are intended for hearing people as well as DHH. In some circumstances it may be necessary to exercise careful control over pronunciation and intonation to ensure that an important message is not misunderstood by hearing people. Issue of the degree to which a DHH person might be physically capable of learning to incorporate these features into speech</i>
(i) <i>With regard to the communication needs of hearing communication partners where appropriate</i>	
(ii) <i>With possible differences in the use of verbal communication compared to a hearing person</i>	
C2	No descriptor available
C1	Can deliver announcements fluently, almost effortlessly, <i>using stress and intonation to convey finer shades of meaning precisely.</i>
B2	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.
B1	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.
A2	Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.
A1	No descriptor available
	Note: The descriptors on this sub-scale have not been empirically calibrated.

ADDRESSING AUDIENCES

<p>ADDRESSING AUDIENCES</p> <p>(i) <i>With focus and emphasis reflecting their distinctive experience of the world</i></p> <p>(ii) <i>With regard to the communication needs of hearing communication partners where appropriate</i></p> <p>(iii) <i>With adjustment where appropriate by hearing communication partners in the use of verbal communication</i></p>	<p><i>For example an audience member may need to attract the attention of a DHH speaker non-verbally in order to ask a question</i></p>
<p>C2</p>	<p>Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs. Can handle difficult and even hostile questioning.</p>
<p>C1</p>	<p>Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.</p>
<p>B2.2</p>	<p>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</p>
<p>B2.1</p>	<p>Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</p>
<p>B1</p>	<p>Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid.</p>
<p>A2.2</p>	<p>Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow up questions.</p>
<p>A2.1</p>	<p>Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.</p>
<p>A1</p>	<p>Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.</p>
	<p>Note: The descriptors on this sub-scale have been created by recombining elements of descriptors from other scales.</p>

OVERALL WRITTEN PRODUCTION

	OVERALL WRITTEN PRODUCTION	<i>It is unlikely that recordings of signed speech would ever entirely displace writing, which has advantages of accessibility as well as offering the possibility of skimming and scanning large volumes of material quickly. Writing can also easily be indexed. No specific rubric needed for DHH writers.</i>
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	A deaf or hard of hearing language user:	
C2	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	
C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	
B2	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.	
B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	
A2	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	
A1	Can write simple isolated phrases and sentences	
	Note: The descriptors on this scale and on the two sub-scales which follow (Creative Writing; Reports and Essays) have not been empirically calibrated with the measurement model. The descriptors for these three scales have therefore been created by recombining elements of descriptors from other scales.	

CREATIVE WRITING

CREATIVE WRITING (i) <i>With focus and emphasis reflecting their distinctive experience of the world</i>	<i>There is obviously clear scope here for writing to reflect the distinctive world experience of the DHH, though it might not be necessary to state this explicitly, particularly in material aimed at DHH</i>
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C2	Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.
C1	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.
B2.2	Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.
B2.1	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader

	in mind.
B1	Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story.
A2.2	Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences.
A2.1	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.
A1	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.

REPORTS AND ESSAYS

	REPORTS AND ESSAYS
C2	Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points.
C1	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.
B2.2	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem. Can synthesise information and arguments from a number of sources.
B2.1	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
B1.2	Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.
B1.1	Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.
A2	No descriptor available
A1	No descriptor available

OVERALL LISTENING COMPREHENSION

	<p>OVERALL LISTENING COMPREHENSION</p> <p>(i) Where input texts are available in an accessible form (such as amplified audio , written text, lip-readable speech or sign language consisting of a verbatim transcription of the input words)</p> <p>(ii) With adjustment where appropriate by hearing communication partners in the use of verbal communication</p>	<p><i>Hearing partners may need to modify their behaviour to ensure that DHH partners are included and able to follow communication effectively – e.g. turning towards DHH partners when speaking, making sure they are aware that a new person has joined the conversation etc.</i></p> <p><i>‘Listener’ is appropriate for HH but seems odd for deaf – not sure if there is any viable alternative.</i></p>
<p>A deaf or hard-of-hearing listener:</p>		
<p>C2</p>	<p>Has no difficulty in understanding any kind of spoken language, <i>whether live or broadcast</i>, delivered at fast native speed.</p>	<p><i>Assuming a hearing aid or lip-reading is used, face-to-face communication is accessible. TV broadcasts may be accessible via subtitles or commentaries. Radio broadcasts are more problematic. Theoretically subtitles or commentary might be available via the Internet, though there are issues because the ‘listener’ has more control over input speed and is able to review as needed. In practice, Internet support is unlikely to be available for live radio. It is not clear whether speech recognition software is currently sufficiently developed to make radio broadcasts accessible. This may well be the case in the future.</i></p>
<p>C1</p>	<p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the <i>accent</i> is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>	<p><i>Accent presumably also an issue when lip-reading (and in sign language?). Pronunciation of vowels and consonants is presumably detectable, though not necessarily intonation patterns.</i></p>
<p>B2.2</p>	<p>Can understand standard spoken language, <i>live or broadcast</i>, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only (in the case of the hard of hearing), inadequate discourse structure and/or idiomatic usage influences the ability to understand.</p>	<p><i>Background noise is still an issue for hard of hearing, but not for those lip-reading or using sign language. One specific instance would be where a number of people are trying to speak at once, which might be disturbing for DHH in the same way as for hearing people.</i></p>

B2.1	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
B1.2	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
B1.1	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
A2.2	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
A2.1	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
A1	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS

<p>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</p> <p><i>i. Where input texts are available in an accessible form (such as amplified audio, written text, lip-readable speech or sign language consisting of a verbatim transcription of the input words)</i></p> <p><i>ii. With adjustment where appropriate by hearing communication partners in the use of verbal communication</i></p>	<p><i>See separate table below for ‘Conversations with multiple speakers’, reflecting the distinctive differences in DHH ability to communicate depending on the number of speakers.</i></p> <p><i>DHH users will usually be able to pick up considerable information about speakers’ roles from their body language and that of their listeners. As a courtesy, hearing conversation partners may wish to introduce individuals and outline their roles explicitly.</i></p>
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C2	As C1
C1	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.
B2.2	Can keep up with an animated conversation between native speakers.
B2.1	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.
B1	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.
A2.1	A2 Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.
A1	No descriptor available

LISTENING AS A MEMBER OF A LIVE AUDIENCE

<p>LISTENING AS A MEMBER OF A LIVE AUDIENCE</p> <p>i. <i>Where input texts are available in an accessible form (such as amplified audio , written text, lip-readable speech or sign language consisting of a verbatim transcription of the input words)</i></p> <p>ii. <i>With adjustment where appropriate by hearing communication partners in the use of verbal communication</i></p>	<p><i>The amount of adjustment will depend on the situation. In many public events no allowance will be made for possible DHH audience members, whereas in smaller more focused gatherings such as business presentations, provision may be made for DHH participants in the form of handouts, scripts, positioning DHH close to the speaker etc.</i></p>
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C2	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.
C1	Can follow most lectures, discussions and debates with relative ease.
B2	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.
B1.2	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
B1.1	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.
A2	No descriptor available
A1	No descriptor available

LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS

<p>LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS</p> <p>i. <i>Where input texts are available in an accessible form (such as amplified audio , written text, lip-readable speech or sign language consisting of a verbatim transcription of the input words)</i></p> <p>ii. <i>With adjustment where appropriate by hearing communication partners in the use of verbal communication</i></p>	<p><i>This task would certainly be an issue for a hard-of-hearing person. For totally deaf, public announcements may be equally inaccessible, no matter how clearly reproduced</i></p>
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C2	As C1
C1	Can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc. Can understand complex technical information, such as operating instructions, specifications for familiar products and services.
B2	Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

B1	Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.
A2	Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport.
A1	Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.

LISTENING TO AUDIO MEDIA AND RECORDINGS

<p>LISTENING TO AUDIO MEDIA AND RECORDINGS</p> <p><i>(i) Where input texts are available in an accessible form (such as amplified audio, written text, lip-readable speech or sign language consisting of a verbatim transcription of the input words)</i></p> <p><i>It is perhaps worth distinguishing two types of input mode transformation:</i></p> <ul style="list-style-type: none"> <i>A human or computer converts speech to text – aural transformed to visual, but the DHH language user accesses the original text word for word</i> <p><i>The DHH language user asks for information rather than using listening to get it. For example an explanation of a radio programme. Apparently aural is being transformed into visual (lip-reading/ sign language), but in fact the user bypasses the original text. In some cases the type of language input (vocabulary, structure) may differ significantly (spoken as opposed to written language etc.). Without the transformation, the DHH person would likely not be able to access the information. The question here is whether this creates a problem in comparing types of performance that are essentially different. It is possibly better to compromise comparability rather than create an access barrier for the DHH.</i></p>	<p><i>In practice audio recordings will be relatively inaccessible to DHH. Interesting question of how a listening test might be administered to DHH – perhaps as text which passes across a computer screen at a given rate and is seen only once? Alternatively as a lip-reading exercise – easier for the candidate perhaps with a live examiner, more standardized with a videotape of someone speaking the text (no possibility of the examiner ‘helping’ (or hindering!) the candidate deliberately or inadvertently.</i></p> <p><i>In other situations such as Telecommunications Relay Services where speech or sign is ‘translated’ and relayed there is the issue of interpretation of content by the relayer – or summarization rather than verbatim transmission</i></p> <p>LISTENING TO AUDIO MEDIA AND RECORDINGS</p> <p><i>may be difficult if transcribed into text and would rely on interpretation if conveyed in sign language</i></p>
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C2	As C1
C1	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.
B2.2	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
B2.1	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and <i>can identify the speaker’s mood, tone etc.</i>

B1.2	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
B1.1	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
A2	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.
A1	No descriptor available

OVERALL READING COMPREHENSION

	OVERALL READING COMPREHENSION
	<i>A deaf or hard-of-hearing reader:</i>
C2	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.
B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
A2.2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
A2.1	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

READING CORRESPONDENCE

	READING CORRESPONDENCE
C2	As C1
C1	Can understand any correspondence given the occasional use of a dictionary.
B2	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.
B1	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.

A2.2	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.
A2.1	Can understand short simple personal letters.
A1	A1 Can understand short, simple messages on postcards.

READING FOR ORIENTATION

	READING FOR ORIENTATION
C2	As B2
C1	As B2
B2	Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
B1.2	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
B1.1	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
A2	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman). Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
A1	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.

READING FOR INFORMATION AND ARGUMENT

	READING FOR INFORMATION AND ARGUMENT
C2	As C1
C1	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
B2.2	Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.
B2.1	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
B1.2	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.

B1.1	Can recognise significant points in straightforward newspaper articles on familiar subjects.
A2	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
A1	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. <i>The concept of 'audio support' for instructions (which would be a hindrance to the DHH) does not seem to arise currently, although there is some tendency for user guides through computers or Internet to be presented in the form of an audio commentary reinforced by diagrams rather than a printed text. It will be interesting to observe if there is an increase in this form of instruction giving in the future.</i>

READING INSTRUCTIONS

READING INSTRUCTIONS	
C2	As C1
C1	Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.
B1	Can understand clearly written, straightforward instructions for a piece of equipment.
A2.2	Can understand regulations, for example safety, when expressed in simple language.
A2.1	Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.
A1	Can follow short, simple written directions (e.g. to go from X to Y).

CONVERSATION WITH MULTIPLE SPEAKERS

The following descriptors adapt the content of 'Informal discussion with friends' (CEF p. 77) combining with descriptors from 'Formal Discussion and Meetings' (CEF p. 78) 'Understanding a native speaker interlocutor (CEF p. 75) and elsewhere in an attempt to create a scale that focuses on the DHH issue of multiple versus single interlocutors. This scale has been successfully applied to the needs of the blind and visually impaired and might conceivably be of more general application

An issue with lip-reading or sign language transcription is difficulty in following two speakers simultaneously. My impression is that in most conversations, speakers take turns. Simultaneous speech does occur, but for relatively short stretches. It would be interesting to investigate if this is true in practice.

A noisy environment is an issue for HH, but not necessarily for deaf. I have suggested 'a noisy or confusing environment' as a way to reflect the difficulties a deaf person might have if too many people are trying to speak at once and there is no clear turn taking for example.

CONVERSATION WITH MULTIPLE SPEAKERS

Where input is available in an accessible form (such as amplified audio, lip-readable speech or sign language consisting of a verbatim transcription of the input words)

(i) *Where conversation partners mostly speak one at a time (though there may be short stretches of simultaneous speech)*

	A deaf or hard-of-hearing speaker:
C2	Can hold his/her own in formal group discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers.
C1	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.
B2.2	Can keep up with an animated discussion between multiple native speakers. Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly. Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.
B2.1	Can take an active part in discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him/her in discussion with multiple speakers , but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses. Can understand in detail what is said to him/her in the standard spoken language by a single speaker even in a noisy or confusing environment.
B1.2	Can follow much of what is said around him/her by multiple speakers on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. Can put over a point of view clearly, but has difficulty engaging in debate in a group situation .
B1.1	Can generally follow the main points in in a discussion with multiple speakers provided speech is clearly articulated in standard dialect and the topic is familiar . Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). Can exchange factual information, receive instructions or discuss solutions to practical problems . Can express belief, opinion, agreement and disagreement politely.
A2	Can generally identify the topic of discussion carried on around him/her by multiple speakers when it is conducted slowly and clearly. Can discuss what to do in the evening, at the weekend. Can make and respond to suggestions. Can agree and disagree with others. Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly by multiple speakers . Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary. Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary. Is generally unable to 'break into' a conversation with multiple participants. With a single speaker , can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can understand what is said clearly,

	slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble
A1	<p><i>Can engage in a simple conversation with a single sympathetic interlocutor.</i></p> <p>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p><i>Is unlikely to follow much of a conversation between multiple speakers.</i></p>

THE USER/LEARNER'S MENTAL CONTEXT

<p>4.1.4 The user/learner's mental context</p> <p>The external context is highly organised independently of the individual. This organisation is extremely rich. It provides a very fine articulation of the world, closely reflected in the language of the community concerned and acquired by its speakers in the course of their maturation, education and experience, at least in so far as it is seen to be relevant to them. As a factor in the participation of a communicative event, however, we must distinguish between this external context, which is far too rich to be acted upon or even perceived in its full complexity by any individual, and the user/learner's mental context.</p>	<p><i>Raises the question to what extent DHH are using the general language of the community with differences in focus and emphasis and to what extent they might be considered to belong to a separate linguistic community from hearing people. In many respects DHH are part of a different community of deaf in spite of commonalities from reading, writing and everyday experience of the world.</i></p> <p><i>In contrast to the blind who need assistance with everyday activities such as crossing the street safely, the deaf are able to function independently in most day-to-day activities.</i></p> <p><i>Also sign language is sometimes a direct reflection of the language spoken/written by the community at large and on other occasions is a language with its own distinctive grammar and sometimes vocabulary. Many deaf people are therefore not connected to the hearing community by Listening/Speaking and in Reading/Writing are connected only with an intermediary 'translation' process.</i></p> <p><i>It is possible (and for some deaf people desirable) to live almost entirely in a sign-language community with a separate identity from the hearing community at large.</i></p>
<p>The external context is filtered and interpreted through the user's: perceptual apparatus; attention mechanisms; long-term experience, affecting memory, associations and connotations; practical classification of objects, events, etc.; linguistic categorisation.</p> <p>These factors influence the user's <i>observation</i> of the context. The extent to which the observed context provides the mental context for the communicative event is</p>	<p><i>Perceptual apparatus is particularly relevant to DHH. This will also affect attention, memory, associations, classification of objects, perception of events, linguistic categorisation</i></p>

<p>further determined by considerations of relevance in the light of the user's <i>intentions</i> in entering into communication; <i>line of thought</i>: the stream of thoughts, ideas, feelings, sense, impressions, etc., attended to in consciousness; <i>expectations</i> in the light of previous experience; <i>reflection</i>: the operation of thought processes upon experience (e.g. deduction, induction); <i>needs, drives, motivations, interests</i>, which lead to a decision to act; <i>conditions and constraints</i>, limiting and controlling the choices of action; <i>state of mind</i> (fatigue, excitement, etc.), health and personal qualities (see section 5.1.3).</p>	
<p>The mental context is thus not limited to reducing the information content of the immediately observable external context. Line of thought may be more powerfully influenced by memory, stored knowledge, imagination and other internal cognitive (and emotive) processes. In that case the language produced is only marginally related to the observable external context. Consider, for example, an examinee in a featureless hall, or a mathematician or poet in his or her study.</p>	<p><i>Interesting thought – not only is DHH's perception of the immediate situation different from that of hearing people, but also the mental framework of memory and expectation.</i> <i>A related question is how accurate is lip-reading in normal circumstances. Is it a verbatim transcription process or is information interpreted with material glossed over and other material filled in from background knowledge? This happens with spoken language, but if it were also happening with lip-reading there might be two filtering and interpreting processes cumulatively interpreting and perhaps altering the original message.</i></p>
<p>External conditions and constraints are also relevant mainly in so far as the user/learner recognises, accepts and adjusts to them (or fails to do so). This is very much a matter of the individual's interpretation of the situation in the light of his or her general competences (see section 5.1) such as prior knowledge, values and beliefs.</p>	<p><i>DHH attributes may be interpreted as much or more in terms of prior knowledge, values and beliefs as in terms of constraints. The term 'constraints' has a negative connotation and should perhaps be used only when strictly necessary.</i></p>
<p><i>Users of the Framework may wish to consider and where appropriate state:</i></p> <ul style="list-style-type: none"> • <i>how the physical conditions under which the learner will have to communicate will affect what he/she is required to do;</i> • <i>how the number and nature of the interlocutors will affect what the learner is required to do;</i> • <i>under what time pressure the learner will have to operate.</i> 	<p><i>DHH annotations to descriptors with respect particularly to</i> <i>Physical conditions – assistive devices</i> <i>Number and nature of interlocutors – DHH and/or hearing</i> <i>Time expectations – those of other DHHs versus those of hearing individuals</i></p>
<p>4.1.5 <i>The mental context of the interlocutor(s)</i> In a communicative event we have also to consider the user's interlocutor. The</p>	<p><i>Important to remember that there is a communication gap between all interlocutors based on personality, age, experience and other factors. DHH-</i></p>

<p>need for communication presupposes a ‘communication gap’, which can however be bridged because of the overlap, or partial congruence, between the mental context of the user in focus and the mental context of the interlocutor(s).</p>	<p><i>hearing interaction is an extension of the natural adjustment process interlocutors make to aid understanding.</i></p>
<p>In face-to-face interaction, user and interlocutor(s) share the same external context (except, crucially, for the presence of the other), but for the reasons given above their observation and interpretation of the context differ. The effect – and often all or part of the function – of a communicative act is to increase the area of congruence in the understanding of the situation in the interest of effective communication so as to serve the purposes of the participants. This may be a matter of an exchange of factual information.</p>	<p><i>Important to bear in mind that there may be aspects of this ‘same external context’ that are more acutely perceived by DHH – HH people may be hypersensitive to sound quality issues, deaf perhaps more acutely aware of body language and facial expressions.</i></p>
<p>More difficult to bridge are differences in values and beliefs, politeness conventions, social expectations, etc., in terms of which the parties interpret the interaction, unless they have acquired the relevant intercultural awareness.</p>	<p><i>Intercultural awareness is required for almost any linguistic interaction – depending on the situation the adjustments required specifically for DHH-hearing interactions may be of lesser or greater magnitude compared with adjustments required to deal with general cultural differences.</i></p>
<p>The interlocutor(s) may be subject to partially or wholly different conditions and constraints from the user/learner, and react to them in different ways. For instance, an employee using a public address system may be unaware how poor its output is. One partner to a telephone conversation may have time to kill whilst the other has a client waiting, etc. These differences greatly affect the pressures upon the user.</p>	<p><i>Sensitive communicators will be aware of these various factors and therefore be able to adjust relatively easily to the circumstances of a DHH-hearing interaction. Communication problems are more likely to occur when interlocutors (whether deaf, hard of hearing or fully hearing) are less than ideally sensitive to the need to build a bridge with communication partners.</i></p>
<p><i>Users of the Framework may wish to consider and where appropriate state:</i></p> <ul style="list-style-type: none"> • <i>to what extent the learners will need to adjust to the interlocutor’s mental context;</i> • <i>how learners can best be prepared to make the necessary adjustments.</i> <p><i>Users of the Framework may wish to consider and where appropriate state:</i></p> <ul style="list-style-type: none"> • <i>what assumptions are made about the learner’s ability to observe and identify relevant features of the external contexts of communication;</i> • <i>how communicative and learning activities relate to the learner’s drives, motivations and interests;</i> • <i>how far the learner is required to reflect on experience;</i> • <i>in what ways the mental characteristics of the learner condition and constrain communication.</i> 	<p><i>There needs to be an awareness of the need for effective intercultural communication in general, not only in terms of DHH needing to make adjustments when dealing with hearing people. Overall in CEF there is an underlying assumption of a willingness to bridge communication and cultural gaps which perhaps needs to be made more explicit, especially in view of the importance of intercultural communication in the EU and a general lack of awareness of this aspect of second/foreign language use.</i></p> <p><i>In the case of the DHH there is also an intercultural aspect between (a) hearing people/ (b) oral deaf (hard of hearing and those who communicate using lip-reading and/or vocal speech)/(c) L1 or exclusive sign-language users</i></p>