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European Language Portfolio for Deaf and Hard of Hearing People

LANGUAGE BIOGRAPHY



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DEAF PORT Descriptors by Skill

LISTENING

Listening at any level

If I am deaf or have problems hearing what is said in this language, I use a variety of ways of helping myself, including the following:

- ⌘ make speakers aware that I have a hearing loss (deaf or hard of hearing) (e.g. by asking them to allow me to see their face, to speak more clearly, or to lower their voice if they are shouting)*
- ⌘ try to understand what is being said by speech-reading: that is, visually interpreting facial movements (eyebrows, mouth, lips) and body language (e.g. shrugs, hand movements), together with information provided by the context, language, and any residual hearing*
- ⌘ ask for repetition from the speaker (e.g. a sales assistant) or from another listener (e.g. for public announcements)*
- ⌘ ask the hearing speaker to spell the word or phrase*
- ⌘ use aids available to anyone (e.g. volume control, amplifiers)*
- ⌘ use my own equipment (e.g. hearing aids, cochlear implant/s, induction loop)*
- ⌘ transfer my lip-reading skills, if any, to the new situation*

Everyday noise (e.g. traffic, restaurant clatter, crowds) 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.

Listening A1

At this level my comprehension depends on what is said being routine, using familiar words and phrases in a straightforward way.

Conversations must be short and simple and the topics are usually predictable and quite limited.

Listening A2

Conversations are simple and cover a range of familiar topics, including past events and future plans, as well as cultural references.

Announcements or news items are factual and straightforward. They may have to be repeated to me for me to understand them.

Listening B1

Conversations can cover many familiar topics, while discussions between several people (live, on television or on radio) need to be straightforward for me to understand them.

Speakers can use a range of language to express different points of view and opinions on topics of interest.

Listening B2

Speakers can cover a wide range of topics, using language which may be complicated. At times I will need further explanation of certain phrases or specialist terms to help my understanding.

Listening C1

At this level, my understanding of a wide range of topics is very good, but I will probably need to check unfamiliar phrases or specialist words.

Cultural references and the use of humour or irony are usually familiar to me.

Listening C2

Any topic may be talked about using a wide range of language. My understanding will be very similar to my understanding of the same material in my own language, with cultural differences as appropriate.

Spoken interaction

Speaking at any level

All learners have problems with pronunciation when learning a language. If I have further problems caused because I am hard of hearing, I use a variety of ways of helping myself, including the following:

- ⌘ make speakers aware of my pronunciation problem*
- ⌘ offer repetition*
- ⌘ use extra gestures*
- ⌘ use 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 below.

Spoken interaction A1

For these tasks, I use short, familiar questions and answers, and sometimes just single words.

Conversations are simple, and my transactions are straightforward.

Spoken interaction A2

At this level my conversations use familiar phrases and sentences. My conversation partner must take the lead in extended dialogues.

Spoken interaction B1

My conversations use a range of language which I vary to suit the occasion, expressing my point of view or opinion on topics of interest.

In conversation or discussion I may describe and understand past experiences, give an account of events, or express future hopes, plans or intentions.

Spoken interaction B2

If conversations include more than one other speaker, I may need to check who is speaking or see the speaker's face clearly.

Conversations or discussions may include explanations of cause and effect, justification for my opinions, or include speculation about what might happen or what might have happened. Cultural references can be made freely.

Spoken interaction C1

At this level, my conversation is fluent, but I will probably need to check meanings in less familiar topics.

To make my dialogues easy to understand, my use of language includes improvisation or re-statements, as well as appropriate cultural references.

Spoken interaction C2

My conversations and discussions cover the same range of activities and topics that I am used to in my own language.

Where appropriate this includes the use of idiomatic expressions, colloquialisms, subtle inferences and non-verbal communication, and meets the cultural expectations of my listeners.

Spoken production

Speaking at any level

All learners have problems with pronunciation when learning a language. If I have further problems caused because I am hard of hearing, I use a variety of ways of helping myself, including the following:

- ⌘ make speakers aware of my pronunciation problem*
- ⌘ offer repetition*
- ⌘ use extra gestures*
- ⌘ use 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 below.

Spoken production A1

For these tasks, I use short, familiar words and phrases alone or combined in simple sentences.

Spoken production A2

For these tasks, presentations use a series of simple sentences, mainly to describe my experiences.

Spoken production B1

My presentations use a range of language to express my point of view or opinion on topics of interest.

When I speak, I show awareness of the culture and customs of my listeners.

Spoken production B2

Presentations or speeches are quite detailed. They may include explanations of cause and effect, justification for my opinions, or include speculation about what might happen or what might have happened. In all cases, specific terms need to be checked.

My speeches might refer freely to matters of cultural interest to my listeners.

Spoken production C1

At this level, my presentations and speeches on a wide range of topics are fluent, but I will probably need to prepare specialist words in less familiar topics.

To make my presentations easy to understand, my use of language includes improvisation or re-statements, as well as appropriate cultural references.

Spoken production C2

My presentations and speeches cover the same range of activities and topics that I am used to in my own language.

Where appropriate my speech includes the use of idiomatic expressions, colloquialisms, subtle inferences and non-verbal communication, and meets the cultural expectations of my listeners.

Reading

Reading at any level

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.

If I am deaf or have problems hearing what is said I might change a listening task to a reading task, by asking speakers to write down what they are trying to say to me.

Reading A1

Texts at this level are short with everyday words and phrases, with basic information, such as signs, labels, menus, headlines, and short messages.

My use of printed materials is limited to words and phrases which are easy to recognise, and I refer to my own notes mainly to help me learn.

Reading A2

Texts are quite short and focus on facts and essential information, covering a range of everyday topics, which might include cultural references.

Vocabulary lists and simple bi-lingual dictionaries are a useful reference tool if I can manage the foreign script.

Reading B1

Texts have a variety of purposes, such as explanations, cause and effect, and story-telling, and use a range of language features such as speculation, humour, cultural references.

Topics include accounts of events affecting people in the news, explanations about events (e.g. local floods, major earthquakes), sport, reports connected with work, and magazines and fiction.

Reading B2

My reading covers a wide range of different types of texts (e.g. reports, emails, press, fiction), which contain opinions, arguments and counter-arguments, and literary and cultural references.

If I need to check on unusual words or expressions, I use reference works such as mono-lingual dictionaries or handbooks as required.

Reading C1

My reading is fluent and covers a wide range of topics, including specialist terms, which I check in reference works with ease if they are new to me.

Texts include a variety of literary styles such as argument, explanation, narration, or fantasy, and may include features such as humour and references.

Reading C2

My reading covers the same range of activities and topics that I read about in my own language.

The use of idiomatic expressions, subtle inferences, colloquialisms, and cultural references are clear to me.

Writing

Writing at any level

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.

If I have particular problems in speaking because I am deaf or hard of hearing, I might change a speaking task to a writing task by writing down what I am trying to say.

Writing A1

My writing consists of common words and set phrases. At first, my writing might just be notes to help me learn.

Writing A2

At this level my writing is short and simple. It focuses on facts and essential information, using everyday words and phrases.

To help me learn, I make notes in the language if I can manage the script.

Writing B1

My writing uses a range of language which allows me to write in different styles, including explanations, cause and effect, and story-telling.

My topics include my past experiences, accounts of events, and explanations about things which have happened, either at work or in my personal life. My descriptions of future hopes, plan or intentions are mainly factual.

My writing shows that I am culturally aware in my choice of language and expressions.

Writing B2

My writing uses a wide range of language which allows me to freely express opinions, put forward arguments and counter-arguments, and discuss issues which might require tact or some delicacy. If I need unusual words or expressions, I can take them from reference works as required.

My writing shows that in my comments or reports (e.g. to make complaints or praise people) I am culturally aware of the effect on my readers.

Writing C1

My writing is fluent and covers a wide range of topics, and I use specialist terms and references with ease.

My arguments can be persuasive and my proposals are well presented, with, for example, wit and cross-references, used with good effect.

My choice of language suits the topics and the reader, and is usually culturally appropriate.

Writing C2

My writing covers the same range of activities and topics that I write about in my own language.

Where appropriate my writing includes the use of idiomatic expressions, colloquialisms and subtle inferences, and meets the cultural expectations of my readers.