

## Introduction

The Europass Language Passport is a document in which you can record your skills and competence in Languages. Developed by the Council of Europe as one of the three parts of its European Language Portfolio (see [www.coe.int/portfolio](http://www.coe.int/portfolio)), in which you can document and illustrate your experiences and achievements in more detail.

The Language Passport provides a review of all the languages you can use to a greater or lesser extent. This may include partial competences in some languages: you may, for example, be able to read in a language but not speak it very well. The Language Passport can include competence gained both inside or outside formal education. Thanks to the levels of the *Common European Framework of Reference*, you can present your language proficiency in a comprehensible way, which is also internationally comparable.

The Language Passport complements the Europass CV (available at <http://europass.cedefop.eu.int>), to which it can be attached.

### Reminder

To complete your Language Passport, you can either:

(a) fill in the online template on the Europass website (<http://europass.cedefop.eu.int>); you will then receive your passport via e-mail;

or

(b) download the template (either as a Microsoft Word or rtf document) and the instructions in the language of your choice from the same website and save it on your computer hard disk; you then insert your personal data.

If you need guidance, consult the sample passports provided on <http://europass.cedefop.eu.int/>

## General recommendations

Before starting to fill in your Language Passport, remember a few important principles:

### I. Keep to the structure of the template

The Language Passport allows you to present your language competences and qualifications in a logical order:

1. personal information;
2. for every relevant language:
  - (a) a description of your skills based on self-assessment;
  - (b) your diploma(s) and certificate(s);
  - (c) relevant examples of your experience of the language and its culture.

#### NB:

- Print your Language Passport on white paper;
- Retain the suggested font and layout;
- Avoid underlining or writing whole sentences in capitals or bold: it affects the readability of the document;
- Do not change the wording of the left-hand column
- Remove any heading left blank.

### II. Be clear and concise

An impression of your profile should be gained after just a few seconds' reading. You should therefore:

- be brief, and
- include only relevant elements of your education and experience.

Be realistic in your self-assessment. Any overestimation of skills is likely to be revealed during an interview or your probationary period.

### III. Check your Language Passport on completion

Check your Language Passport carefully once completed to remove any spelling mistakes and make sure it is formulated clearly and logically.

Have someone else read it to be sure the content is clear and easy to understand.



# Europass Language Passport

Part of the European Language Portfolio developed by the Council of Europe



## Surname(s) and first name(s) of the holder

Enter your surname(s) and first name(s), e.g.:

Surname(s) First name(s)

Lonsdale, Stephen

## Date of birth (optional)

Enter date of birth (dd/mm/yyyy), e.g.:

Date of birth (\*)

08/12/1971

## Mother tongue(s)

Specify mother tongue(s), e.g.:

Mother tongue(s)

English

**NB:** If you grew up with more than one language and feel you are equally proficient in all of them, list them all as mother tongues.

## Other language(s)

List the other languages in which you have acquired some competence, e.g.:

Other language(s)

Spanish, French, Czech

### NB:

- It is up to you which language you place first. If you are applying for a job that specifically requests skills in, for example, Czech, you may choose to put this language first, even if it is not your strongest language. In other cases you will probably choose to list your best languages first.
- For every language, complete the relevant headings (Language, Self-assessment of language skills, Certificate(s) and diploma(s), Linguistic experience(s)); include only your most significant linguistic and cultural experiences). If required, reproduce headings using the 'copy/paste' command in your word processing software.

After listing your language(s), provide details of each one. You should retain the same order as above. Example:

Language

Spanish

## Self-assessment of language skills

For each of the five headings (listening, reading, spoken interaction, spoken production, writing), specify your level using the self-assessment grid provided below in the appendix, e.g.:

Self-assessment of language skills (**)  <i>European level</i> (***)	<b>Understanding</b>		<b>Speaking</b>		<b>Writing</b>
	Listening	Reading	Spoken interaction	Spoken production	
	Independent user (B2)	Independent user (B2)	Independent user (B1)	Independent user (B1)	Basic user (A2)

**NB:** In deciding on your levels for the five headings, read the descriptions in the self-assessment grid carefully. The descriptions concentrate on what you can actually do in the language. For example: can you 'survive' while travelling or can you take a simple message on the phone?

Try to think of situations where you have used the language and relate those to the general descriptions in the self-assessment grid. If you have a European Language Portfolio, you can use its more detailed descriptors to assess your language proficiency and monitor your progress.

### Diploma(s) or certificate(s) (optional)

- Specify any relevant language certificate(s) and/or diploma(s) you have obtained. Include the awarding body (the organisation which awarded the diploma or certificate), the year of award and the European level if it is mentioned on the original certificate or diploma, e.g.:

Diploma(s) or certificate(s) (*)	Diploma in Spanish as a foreign language (DELE) (Nivel Intermedio / Intermediate Level)	University of Salamanca (Spain)	2002	Independent user (B2)
	<i>Title of diploma(s) or certificate(s)</i>	<i>Awarding body</i>	<i>Date</i>	<i>European Level</i> (***)

### NB:

- Not all examinations have (yet) been calibrated against the European levels. Specify the level **only** if it is mentioned on the original certificate or diploma.
- If you do not have any certificates or diplomas for this language, delete this line.

### Linguistic experience(s) (optional)

Here you should list the most important linguistic and cultural experiences. The experiences should help explain how you reached the level you have. They may be within your family (contacts with Spanish-speaking relatives for example), professional (contacts with Spanish-speaking customers, or a traineeship in a Spanish-speaking company), or school related, etc, e.g.:

Linguistic experience(s) (*)	- School exchange programme in Bilbao: one month living with a Spanish-speaking family;	01/04/2001	30/04/2001
	<i>Description</i>	<i>From</i>	<i>To</i>
	- Regular holidays in Spain	2002	Present
	<i>Description</i>	<i>From</i>	<i>To</i>

### NB:

- Select your most recent and most relevant experience(s).
- If you do not have any relevant experience of this language, delete this heading.

## **After completing the Language Passport**

- Delete any line or sections that you do not wish to complete. To delete a section, use the 'Table' commands menu in your word processing software.
- If you need to add further sections for more languages, use the 'copy/paste' command in your word processing software as many times as required.
- When you submit your completed Language Passport to somebody, do not forget to include a copy of the self-assessment grid. The person reading your Language Passport may not be wholly familiar with the European levels.

## Appendix

### Instructions for using the self-assessment grid

The self-assessment grid is based on the six level scale of the *Common European Framework of Reference for Languages* developed by the Council of Europe.

The grid consists of three broad levels as follows:

- Basic user (levels A1 and A2);
- Independent user (levels B1 and B2);
- Proficient user (levels C1 and C2).

To self-assess your foreign language level, read the descriptions below and write your level (e.g. Proficient user - C2) in the appropriate box of your Language Passport (Listening, Reading, Spoken interaction, Spoken production and Writing).

### Understanding

#### Listening

- A 1:** I can understand familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.
- A 2:** 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 points in short, clear, simple messages and announcements.
- B 1:** 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 points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- B 2:** 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.
- C 1:** 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.
- C 2:** I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

#### Reading

- A 1:** I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
- A 2:** 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.
- B 1:** 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.
- B 2:** 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.
- C 1:** 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.
- C 2:** 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

### Spoken interaction

- A 1:** 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.
- A 2:** 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.
- B 1:** 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).
- B 2:** 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.
- C 1:** 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.
- C 2:** 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.

### Spoken production

- A 1:** I can use simple phrases and sentences to describe where I live and people I know.
- A 2:** 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.
- B 1:** 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.
- B 2:** 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.
- C 1:** I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- C 2:** 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.

## Writing

- A 1:** 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.
- A 2:** I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

- B 1:** I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
- B 2:** 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.
- C 1:** 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 a style appropriate to the reader in mind.
- C 2:** 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.

The self-assessment grid can be consulted on the website of the Council of Europe ([www.coe.int/portfolio](http://www.coe.int/portfolio)).