

## EUROPASS LANGUAGE PASSPORT

### 1. WHAT IS THE *EUROPASS LANGUAGE PASSPORT*?

The *Language Passport* is a document that takes part of the *European Skills Passport*, like the *Europass Mobility*. All documents included in the *European Skills Passport* can be seen in this link:

<https://europass.cedefop.europa.eu/documents/european-skills-passport>

The *Language Passport* is a self-assessment tool to register language skills and qualifications and it does not require validation. For official assessment and certification of the language level, it is necessary to contact a language centre.

The instructions to complete the *Language Passport* are provided in this link: [https://europass.cedefop.europa.eu/sites/default/files/europass\\_lp\\_instructions\\_en.pdf](https://europass.cedefop.europa.eu/sites/default/files/europass_lp_instructions_en.pdf), with some advices regarding the presentation of contents and a guide to assess the level of each competence related to the use of a language: understanding (listening and reading), speaking (spoken interaction and spoken production) and writing.

To assess the level of competence, the scale used is the Common European Framework of Reference, going from A1 (minimum) to C2 (maximum).

### 2. WHO COMPLETES IT?

As it is a self-assessment tool, each person completes the *Language Passport* for him/herself.

### 3. WHERE TO GET IT?

The templates of a *Language Passport* to be filled are available in this link: <https://europass.cedefop.europa.eu/documents/european-skills-passport/language-passport/templates-instructions>.

Templates are available in all EU languages.

#### **4. EXAMPLE OF A LANGUAGE PASSPORT**

Imagine you are a VET school from Spain and one of your learners in your cookery VET courses wants to spend 3 months in a VET school in Portugal for a learning period.






When the learner comes back, he/she wants to update his/her *European Skills Passport* and besides the *Europass Mobility* provided by his/her VET school, he/she will also complete the *Language Passport*.






## LANGUAGE PASSPORT






Ekain Ugalde

Mother tongue(s)  
Spanish  
Euskera (Basque)

Other language(s)  
English  
Portuguese

English				
<b>Self-assessment of language skills</b>				
Understanding		Speaking		Writing
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
<b>B2</b> (Independent user)	<b>B2</b> Replace with level label (e.g. Independent user)	<b>B2</b> (Independent user)	<b>B2</b> (Independent user)	<b>B2</b> (Independent user)
<b>Certificates and diplomas</b>				
Title	Awarding body	Date	Level*	
First Certificate in English	Cambridge English	01/12/2016	B2	
<b>Linguistic and intercultural experience</b>				
Description			Duration	
Using English for study and work during a traineeship in Portugal, working in an intercultural team with people from 4 different nationalities (Irish, Finnish, Portuguese and Italian)			From 01/03/2017 to 31/05/2017	

Portuguese				
<b>Self-assessment of language skills</b>				
Understanding		Speaking		Writing
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
A2 (Basic user)	A2 (Basic user)	A2 (Basic user)	A1 (Basic user)	A1 (Basic user)
<b>Certificates and diplomas</b>				
Title	Awarding body	Date	Level*	
Not applicable	Not applicable	Not applicable	Not applicable	
<b>Linguistic and intercultural experience</b>				
Description			Duration	
<p>I studied and worked in Portugal during 3 months, working in an intercultural team with people from 4 different nationalities (Irish, Finnish, Portuguese and Italian). Although most of the communication was in English, I had the opportunity to get in touch with Portuguese people with whom I had to communicate in Portuguese (particularly with providers for the restaurant I worked in).</p> <p>I've also carried out a language course provided by the Erasmus+ Programme (Online Linguistic Support, OLS), acquiring level A2 at the end of the course.</p>			<p>From 01/03/2017 to 31/05/2017</p>	

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
U n d e r s t a n d i n g	 Listening	I can understand 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 radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	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 fast native speed, provided I have some time to get familiar with the accent.
	 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 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.
S p e a k i n g	 Spoken interaction	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.	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.	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).	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.	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.	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	I can use simple phrases and sentences to describe where I live and people I know.	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.	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.	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.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	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.
W r i t i n g	 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. 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 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 a 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.

Common European Framework of Reference for Languages (CEFR)



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## WEBSITE REFERENCES

<https://europass.cedefop.europa.eu/documents/european-skills-passport/language-passport>

## ANNEX I – TECHNICAL SHEET

**1- This tool aims to provide:**

- a. a comprehensive understanding of the *Europass Language Passport*;
- b. points to consider in the fulfilment of the *Europass Language Passport*;
- c. an exemplification on how to fulfil the *Europass Language Passport*.

**2- This tool is intended to be used in determining the following via the template:**

- a. personal information: first name, surname, mother tongue(s), other language(s);
- b. self-assessment of language skills;
- c. certificates and diplomas;
- d. linguistic and intercultural experience.

**3- Within the *EURspace Pedagogical Kit*, this tool is intended for the use of the participant / learner after the European mobility took place, to register and document the learner's language knowledge and experience.**

**4- Within the *EURspace Pedagogical Kit*, this tool is intended to be applied in the context of ECVET implementation, specifically, to validate, recognize and register the learning outcomes acquired by VET learners in a variety of learning contexts, such as, when learners participate in European mobility projects.**

**5- Phase and Stage of the Pedagogical Circuit in which the tool should be used:**

**Phase 3: After Mobility**

**Stage 8: Registering Learning Outcomes**