

Instructions for filling in the Europass Language Passport

Before you start: General recommendations

The Europass Language Passport is a standardised template for presenting your language skills, using the Common European Framework of Reference for Languages. It is a self-assessment tool, in which you can document your language knowledge and experience and does not require validation. For official assessment and certification of your language level, please contact a language assessment centre.

1. Keep to the structure of the template

- The Language Passport allows you to present your language competences and qualifications in a logical order:
 - personal information: first name, surname, mother tongue(s), other language(s)
 - for every relevant language:
 - self-assessment of language skills;
 - certificates and diplomas;
 - linguistic and intercultural experience.
- Do not change the wording of the headings.

2. Be clear and concise

- An impression of your profile should be gained after just a few seconds' reading. You should therefore:
 - be brief;
 - include only relevant elements of your education and experience.
- Delete any field or section that you do not wish to complete. To delete a section, use the commands menu in your word processing software.

3. Be realistic

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

4. Pay attention to the presentation of your Language Passport

- Retain the suggested font and layout.
- Avoid underlining or writing whole sentences in capitals or bold: it affects the readability of the document.
- Print your Language Passport on white paper.

5. Check your Language Passport once you have filled it in

- Correct any spelling mistakes, and ensure the layout is clear and logical.
- Have someone else read it to be sure the content is clear and easy to understand.

All fields are optional. Remove any fields left empty.

Replace with First name(s) Surname(s), e.g.:
Stephen Smith






<p>Mother tongue(s)</p> <p>Replace with mother tongue(s), e.g.:</p> <p>English</p>	<p>Other language(s)</p> <p>Replace with other language(s), e.g.:</p> <p>Spanish, Turkish</p>
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Replace with language, e.g.:
Spanish

Use one table for each language listed above in 'Other language(s)'. If you need to add further tables for more languages, use the 'copy/paste' command in your word processing software.

Self-assessment of language skills






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

Understanding		Speaking		Writing
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
Replace with level, e.g.: A1 Replace with level label, e.g.: Basic user	Replace with level, e.g.: A2 Replace with level label, e.g.: Basic user	Replace with level, e.g.: B1 Replace with level label, e.g.: Independent user	Replace with level, e.g.: C1 Replace with level label, e.g.: Proficient user	Replace with level, e.g.: C2 Replace with level label, e.g.: Proficient user

* Indicate level of the Common European Framework of Reference (CEFR) if specified on certificate or diploma.

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Certificates and diplomas			
<p>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 date of award and the European level if it is mentioned on the original certificate or diploma. Not all language certificates have been aligned to the Common European Framework, so if the language level is not written on the certificate, you might not be able to tell which level it is.</p>			
Title	Awarding body	Date	Level*
Replace with name of certificate or diploma, e.g.: Diploma de Español (Nivel Inicial)	Replace with name of awarding body, e.g.: University of Salamanca (Spain)	Replace with date of issue, e.g.: June 2009	Replace with level, e.g.: B1
Linguistic and intercultural experience			
<p>Here you should list your most important linguistic and intercultural 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), school related, etc., e.g.:</p>			
Description	Duration		
Using languages for study or training / Using languages at work / Using languages while living or travelling abroad / Mediating between languages (delete non relevant types of experience or replace with your own text): Replace with description of experience, e.g.: Using languages while living or travelling abroad: School exchange programme in Bilbao - one month living with a Spanish-speaking family	Replace with dates (from - to), e.g.: June 2005		
Using languages while living or travelling abroad: Regular holidays in Spain	2006 - Present		

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	 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 every day 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.
Speaking	 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.
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. 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.