The *European Language Portfolio* for adult migrant learners
An instrument for teaching, learning and assessment

3rd Intergovernmental Conference

Quality in the linguistic integration of adult migrants: from values to policy and practice

Strasbourg, 3-4 June 2014

This presentation

- A brief introduction to the *European Language Portfolio*

- An introduction to the European Language Portfolio *pages* developed for adult migrants by the Council of Europe

Followed by

- A presentation of some results of trialing ELP pages by Regione Lombardia, Fondazione ISMU

What is the European Language Portfolio (ELP)?

- A three-part flexible document which accompanies and supports language learning
  - **Part 1 Language Passport** where the user records his/her linguistic identity
  - **Part 2 Language Biography** in which the user focuses on past experience, present learning and future aspirations
  - **Part 3 Dossier** where users may keep products of their learning, useful resources, tests that they have completed and any other items that support the process of learning

  For more information about the *European Language Portfolio* visit   www.coe.int/portfolio

Why use the ELP with adult migrant learners?

1. It is designed to engage learners as partners in the learning process

2. It offers a 'bridge' between past life and current and future challenges

3. It provides a single focus for all language learning and ensures continuity

4. It is infinitely flexible and so accommodates the multi-faceted nature of language learning (developing different skills to different levels in different timeframes)

5. It makes learners consciously aware of language learning and helps them develop skills that can be transferred to other areas of life

6. It provides many ideas for both classroom and individual learning

Relevance of the ELP approach for adult migrants

- It provides a combination of language learning as well as learning for integration into a new society

- It prompts reflection on life experiences and understandings

- It offers adult migrants the opportunity to explore aspects of the new culture and society

- It helps to shape aspects of learning that are critical for adult migrants

New instruments for adult migrant language learning

The Language Policy Unit presents the following tools for use with adult migrant language learners:

- A bank of ELP pages which may be selected and assembled to meet the particular needs of adult migrant learners

- A Handbook for teachers, programme and materials designers on the use of the ELP pages

- Goal-setting and self-assessment checklists, based on the *Common European Framework of Reference for Languages*, which should be used in combination with the ELP pages

- A set of workshop activities to introduce the *Common European Framework of Reference for Languages* and the *European Language Portfolio*

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Examples of ELP pages – Language Passport

My learning and linguistic identity

I am .... (name)

I originally come from .... (country)

I am .... years old (age)

I live in .... (city)

I went to school in ....for .... years

I went to college/university in ....for ....years

My area of study was ....

I did vocational training/apprenticeship in...................................

I am trained as ....

My home language is ....

Other languages that I know:

Language	What I can do in this language (X)				Where I use/have used this language
	Speaking	Listening	Reading	Writing	

LP3

My proficiency in languages
In relation to the *Common European Framework of Reference for Languages*

This grid indicates what you can do in different languages. Your proficiency is indicated in relation to the self-assessment grid of the *Common European Framework of Reference for Languages* on the following page.

		Self-assessment of proficiency					
		A1	A2	B1	B2	C1	C2
Language:	Listening						
	Reading						
Date:	Spoken Interaction						
	Spoken Production						
	Writing						
Language:	Listening						
	Reading						
Date:	Spoken Interaction						
	Spoken Production						
	Writing						
Language:	Listening						
	Reading						
Date:	Spoken Interaction						
	Spoken Production						
	Writing						
Language:	Listening						
	Reading						
Date:	Spoken Interaction						
	Spoken Production						
	Writing						
Language:	Listening						
	Reading						
Date:	Spoken Interaction						
	Spoken Production						
	Writing						
Language:	Listening						
	Reading						
Date:	Spoken Interaction						
	Spoken Production						
	Writing						

LP4

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Examples of ELP pages – Language Biography

Things I have noticed about language and culture

Through work, study, leisure activities and the things we do in daily life we are constantly in contact with language and culture. This page allows you to think about and note some of your language and cultural experiences.

	Date:
Situation, activity, media or resource	Aspect(s) of language or culture that I noticed

	Date:
Situation, activity, media or resource	Aspect(s) of language or culture that I noticed

	Date:
Situation, activity, media or resource	Aspect(s) of language or culture that I noticed

	Date:
Situation, activity, media or resource	Aspect(s) of language or culture that I noticed

Additional pages may be used as necessary.

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Using my personal skills, abilities and interests

Think about your activities, skills and abilities and see how these could help you in your life now. Are they useful for working, relaxing, meeting people, learning etc.?

Things I enjoy doing: (for example sports, learning, skills, singing, speaking languages, organising etc.)

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

How these interests can help me in my life now:

_____

_____

_____

_____

_____

What I could do to use these interests now:

_____

_____

_____

_____

_____

_____

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Examples of ELP pages – Language Biography

My priorities

Learning priorities are presented here as general themes.
Think about and note your personal learning priorities as they change over time.
Priorities can be used to set learning targets (see the next page) as the course progresses.

Theme		Date	Reason for choosing this theme
	House or apartment		
	Family		
	Children's education		
	Money		
	Health and hospital		
	Work and occupation		
	Further education and training		
	Food and shopping		
	Dealing with officials		

You will return to these themes at different stages of your language course.

LB(2) 6

Solving communication problems

All language learners meet situations where there is a communication problem. It is important to be aware of different ways to solve these problems. Think about problems that you have met and note how you were able to deal with the situation. When you are aware of possible strategies you will be able to use them in difficult situations.

	Date:
Problem	
Solution	
What I learnt from this experience	
	Date:
Problem	
Solution	
What I learnt from this experience	
	Date:
Problem	
Solution	
What I learnt from this experience	

Additional pages may be used as necessary.

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Examples of ELP pages – Language Biography

Language for profession or occupation

This page prompts you to think about the specific language that you require in order to follow your profession or occupation in another country.

My profession/occupation: ....

Situations where specific language was required for my job: ....

....

....

....

What specific language do I already know in (*language*)

....

....

....

....

What specific language do I need to learn?

....

....

....

....

How can I learn this language? What resources do I need?

....

....

How can I use my first language (or another language) to help me?

....

....

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The workplace: Finding employment

I can research job vacancies in my area of employment by using the following resources:

Source of information	Information is up-to-date (Yes/No)	Need to send letter or email	Need to have C.V.	Note*
Internet				
National newspaper(s)				
Local newspaper(s)				
Employment agency				
Directory of businesses				
Professional directory				
Other				
Other				

*Make a **note** of the internet sites/addresses and suitable newspapers and directories for future reference. Also note any contact information such as telephone numbers etc.

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Language Biography - Checklists

A2 LISTENING	This is my target	I can now do this with help	I can now do this without help
I can understand what people say to me in simple everyday conversation when they speak slowly and clearly			
I can understand everyday words and phrases relating to areas of immediate personal relevance (e.g., family, student life, local environment, employment)			
I can understand everyday words and phrases relating to areas of personal interest (e.g., hobbies, social life, holidays, music, TV, films, travel)			
I can understand clear simple messages and recorded announcements (e.g., on the telephone, at the railway station)			
I can understand simple phrases, questions and information relating to basic personal needs (e.g., when shopping, eating out, going to the doctor or dentist)			
I can follow simple directions (e.g., how to get from X to Y) by foot or public transport			
I can usually identify the topic of conversation around me when people speak slowly and clearly			
I can follow changes of topic in factual TV news items and form an idea of the main content			
I can identify the main point of TV news items reporting events, accidents, etc., if there is visual support			
I can understand short, simple stories when they are told or read clearly and slowly			
I can understand simple, concrete instructions about how to use materials and equipment			
I can understand simple descriptions of operations related to my work if they are supported by practical demonstrations			

A1 WRITING	This is my target	I can now do this with help	I can now do this without help
I can write the letters of the alphabet			
I can write my name and address			
I can copy words and phrases, e.g. from a diagram or set of instructions			
I can make short notes about what I have learnt			
I can fill in a simple form or questionnaire with my personal details (e.g., date of birth, address, nationality)			
I can order things by filling in a pre-printed order form			
I can write a greetings card or simple e-mail/text message using set phrases			
I can write simple phrases and sentences about myself (e.g., where I live, how many brothers and sisters I have)			
I can write simple phrases and sentences about my immediate environment			

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Examples of ELP pages – Dossier

Personal Attendance Record

Month_____ Year_____ (M = morning class, A = afternoon class, E = evening class)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
M																															
A																															
E																															

Month_____ Year_____ (M = morning class, A = afternoon class, E = evening class)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
M																															
A																															
E																															

X = present   A = absent   L = late   E = leave class early

Enter date with reason for absence/late arrival/leaving early (e.g. 15/3)							
Sick							
Medical/dental appointment							
Appointment with official							
Attend child's school							
Month:							

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Conclusion (1)

The European Language Portfolio for Adult Migrants offers:

- A flexible instrument to support tailor-made courses which will meet individual learning needs

- A realistic means of assessing the progress and achievement of learners on the basis of a developing profile of competence

Conclusion (2)

- An instrument which can supplement existing curricula and materials

- An instrument which suggests topics for teaching which are particularly relevant to the needs of migrants

- A personal instrument for learners which encourages and supports the best possible approaches to effective learning