

European Language Portfolio

Portfolio Européen des Langues[©]



COUNCIL OF EUROPE CONSEIL DE L'EUROPE



Learning the language of the host community

Reception 1

Integrate Ireland Language and Training (IILT)
(a campus company of Trinity College Dublin)



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

THE COUNCIL OF EUROPE'S EUROPEAN LANGUAGE PORTFOLIO

What is the COUNCIL OF EUROPE?

The COUNCIL OF EUROPE is an intergovernmental organization whose principal aims are

- to protect human rights, pluralist democracy and the rule of law
- to promote awareness of Europe's cultural identity and diversity
- to seek solutions to problems facing European society
- to help consolidate democratic stability in Europe

Founded on 5 May 1949, the COUNCIL OF EUROPE now has 43 member states. Its headquarters are in Strasbourg.

The COUNCIL OF EUROPE should not be confused with the EUROPEAN UNION. The two organisations are quite distinct, though the 15 EUROPEAN UNION states are all members of the COUNCIL OF EUROPE.

What is the EUROPEAN LANGUAGE PORTFOLIO?

The EUROPEAN LANGUAGE PORTFOLIO consists of three parts:

- a **LANGUAGE PASSPORT** that summarizes the owner's linguistic identity, language learning experiences and language qualifications in an internationally transparent manner
- a **LANGUAGE BIOGRAPHY** that enables the owner to set learning targets, record learning and intercultural experiences, and regularly assess his/her progress
- a **DOSSIER** in which the owner keeps samples of his/her work in the language(s) he/she has learnt or is learning

Why introduce the EUROPEAN LANGUAGE PORTFOLIO?

The COUNCIL OF EUROPE has introduced the EUROPEAN LANGUAGE PORTFOLIO as a means of helping language learners to

- keep track of their language learning as it happens
- record language learning achievements and experiences, including significant intercultural contacts

The COUNCIL OF EUROPE intends that through this dual function the EUROPEAN LANGUAGE PORTFOLIO will

- foster the development of language learning and intercultural skills
- encourage the learning of a range of languages
- facilitate educational and vocational mobility
- promote democratic citizenship in Europe

The EUROPEAN LANGUAGE PORTFOLIO and ESL learners in Ireland

This version of the EUROPEAN LANGUAGE PORTFOLIO has been specially designed for use by adult learners of English as a Second Language who wish to settle in Ireland, integrate with Irish society and, ultimately, gain training in order to establish a new career or pursue the career that they had in their own country. In particular, the LANGUAGE BIOGRAPHY contains detailed checklists of these goals. Self-assessment and assessment procedures are classified according to common reference levels established by the Council of Europe.



Language Passport

Name:

.....

Address:

.....

Country of origin:

.....

Native language(s):

.....




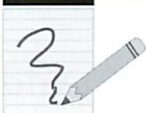
Occupation:

.....



My languages



Language	What I can do in this language (✓)			
				



Language and intercultural experiences



Country	Travel (√)	Study (√)	Work (√)	Language experiences



Assessment of English language skills

Global assessment of progress is carried out in relation to the descriptors in the self-assessment grid of the Common European Framework of Reference (CEF). The three levels of the CEF that are appropriate to Reception 1 learners, A1 Breakthrough, A2 Waystage and B1 Threshold are shown on the next page. The entire CEF grid is provided in the standard adult Passport that accompanies this EUROPEAN LANGUAGE PORTFOLIO and is used to record proficiency in other second languages besides English as well as language learning and intercultural experiences.

Squares below should be shaded to indicate level of competence

	A1 Breakthrough			A2 Waystage			B1 Threshold		
	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help
Listening									
Reading									
Spoken interaction									
Spoken production									
Writing									

		A1	A2	B1	B2	C1	C2
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 areas 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 skillfully to those of other speakers.	I can take part effortlessly in any conversation of 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.



Language Biography

In the Biography section I can

- identify the most appropriate learning approaches to meet different language learning demands
- set my personal learning targets
- monitor my progress
- think about the activities involved in learning
- record my learning activities



My learning contract

.....

1. _____

.....

2. _____

.....

3. _____

.....

4. _____

.....

5. _____

.....

6. _____

.....



Learning

When I want to learn something new I like to:



	Yes √	No X	Don't know ?
Hear it first, then say it			
Say it again and again to myself			
Use it in class with my teacher			
Use it with other people in my class			
Use it outside class			
Write it in my notes			
Use a tape and listen to it again and again			

My favourite ways of learning are:



Important new words

Date: _____

Talking about myself	

Coming to language class (bus, street ...)	

Language learning	

More new words can be organised in your personal vocabulary in the **dossier** section of this Language Portfolio



Outside class

Ways I can learn or use language outside class

Place or situation	No X	Yes √
At home		
In the shops		
In hobbies or interests		
Watching television		

What I can learn or
how I can use *English*



Place or situation	No X	Yes √
With friends		

What I can learn or
how I can use *English*



Progress and targets

Put the date when you carried out your assessment in the relevant box.

Example:

	Level of activity	With a lot of help	With a little help	With no help
I can introduce myself and talk about myself	A1	15/1/01	30/1/01	?

The beginning

I can	Level of activity	With a lot of help	With a little help	With no help
say yes, no, excuse me, please, thank you, sorry, I don't understand	A0			
read aloud the letters of the alphabet	A0			
write the letters of the alphabet	A0			
say aloud the letters of the alphabet from beginning to end	A0			
spell my name	A0			
write my name and address	A0			
find my name in a list	A0			
read short simple words	A0			
write short simple words	A0			
spell aloud short simple words	A0			
read short simple sentences	A0			
write short simple sentences	A0			
understand simple questions (am, are, is)	A0			
understand simple questions (have, has)	A0			



Personal identification

I can	Level of activity	With a lot of help	With a little help	With no help
introduce myself and talk about myself	A1			
greet other people	A1			
ask other people basic questions about themselves	A1			
carry on a simple conversation	A1			
talk in detail about where I came from and what I am doing	A2			
ask detailed questions about another person	A2			
keep a conversation going	A2			
describe an event or happening to another person	A2			
join in a conversation with other people	B1			
give my opinion	B1			
ask other people for their opinions	B1			



Learning to learn

I can	Level of activity	With a lot of help	With a little help	With no help
understand why I am doing an activity in class	A1			
ask the teacher a simple question	A1			
use a picture dictionary to find new words	A1			
write down new words in organised lists	A1			
think about what I have learnt and make short notes	A1			
identify what I need to learn now	A2			
explain how I learn best	A2			
talk about ways that I have learnt in the past	A2			
ask the teacher to explain something again if I don't understand	A2			
use a dictionary to find new words and put them in the correct place in my own word list	A2			
talk about what I am doing and what I can learn from doing it	B1			
write down my thoughts about what I have learnt and from that identify and write new learning targets	B1			



Everyday life

I can	Level of activity	With a lot of help	With a little help	With no help
ask for basic things in the shop	A1			
understand when people tell me the price of something	A1			
read and understand bus/train timetables	A1			
fill in a form with my name, address and other basic information	A1			
ask for and understand simple directions	A1			
ask for a particular size, colour etc. when shopping	A2			
tell the doctor/dentist what the problem is	A2			
understand what the doctor/dentist/health visitor is asking	A2			
understand instructions on a packet or object	A2			
use a dictionary when I don't understand fully	A2			
have an informal conversation with a person that I meet	B1			
write a simple letter describing or explaining a particular situation	B1			
interpret, if necessary, for another person	B1			



Dealing with officials

I can	Level of activity	With a lot of help	With a little help	With no help
give a basic piece of information (my name, address etc. to an official)	A1			
understand and fill in a form with basic information	A1			
leave a simple message in person or by telephone	A1			
answer questions and give additional details in an interview situation	A2			
ask questions of an official	A2			
describe my qualifications or previous work experience to an official	A2			
talk fluently about my family situation	A2			
talk fluently about my present situation	A2			
use a dictionary effectively when I don't understand fully	A2			
write a simple letter to an official explaining a particular situation	B1			
interpret, if necessary, for another person	B1			



Using the telephone

I can	Level of activity	With a lot of help	With a little help	With no help
look for and find numbers in the telephone directory	A1			
spell my name so that a hearer will understand	A1			
say and understand times and days of the week	A1			
understand a simple telephone message	A1			
ask a speaker to repeat or make a message clearer	A1			
give a simple message	A1			
identify the important information in a telephone message and note it down	A2			
ask questions and understand the answers	A2			
ask for information/forms etc. to be sent to my address	A2			
make enquiries for a range of different types of information	A2			
ask for further details	A2			
carry on a fairly fluent conversation with some requests for repetition or clarification	B1			
take detailed and accurate notes of a telephone conversation	B1			
make a phone call on behalf of another person	B1			



Dossier

In the Dossier I keep samples of my work. These samples may include

- written text such as letters, notes, reminders of particular items of difficulty etc.;
- my personal word lists organised by theme or usefulness;
- cassette recordings of my oral practice;
- labelled pictures or diagrams;
- my diary records of learning.

The content of this Dossier is decided in collaboration with the teacher.





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Section	Description
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Learning diary

.....
Date: _____

In the past week I have learnt:

Pronunciation _____

Words and spelling _____

Speaking _____

Reading _____

Topics _____



I am happy that **I know** about : _____



I need to **work more** on: _____



Learning targets

Now I can _____

My new target: _____

Target date: ____/____/_0__

I achieved my target: **YES** **NO**

Now I can _____

My new target: _____

Target date: ____/____/_0__

I achieved my target: **YES** **NO**

Now I can _____

My new target: _____

Target date: ____/____/_0__

I achieved my target: **YES** **NO**

