

European Language Portfolio

European Language Portfolio

Portfolio Européen des Langues®



COUNCIL OF EUROPE CONSEIL DE L'EUROPE



Learning the language of the host community

Reception 2

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:

.....



Language proficiency

Language		Self-assessment of proficiency (in relation to grid on page 6)					
		A1	A2	B1	B2	C1	C2
	Listening						
	Reading						
	Spoken interaction						
	Spoken production						
	Writing						
	Listening						
	Reading						
	Spoken interaction						
	Spoken production						
	Writing						
	Listening						
	Reading						
	Spoken interaction						
	Spoken production						
	Writing						



Language and intercultural experiences

Country	Travel (√)	Study (√)	Work (√)	Language and intercultural 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 two levels of the CEF that are appropriate to Reception 2 learners, A2 (Waystage) and B1 (Breakthrough), are highlighted on the complete grid which is shown on page 7. The CEF grid is also used in the standard adult Passport that accompanies this EUROPEAN LANGUAGE PORTFOLIO. The grid should be used to record proficiency in other second languages besides English.

Squares below should be shaded to indicate level of competence.

	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
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

Language Biography

In the Biography section I

- 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. _____

7. _____



Rules of the classroom



Rules



Learning

I learn best by:

	Yes	No	Don't know ?
Hearing new information, then repeating it			
Repeating it to myself again and again			
Using it in a real situation as soon as possible			
Writing and memorizing it from my notes			
Recording it on a tape and listening to it at home			
Writing it in my notes and reviewing my notes from time to time			

My favourite learning activities are:



My personal dictionary

Vocabulary is organized in my personal dictionary
in the following categories:

1	Useful expressions for conversations
2	Words for shopping and buying things
3	Things to do with the home
4	Words for language learning
5	Useful expressions for using the telephone
6	Words and expressions for official interviews
7	
8	
9	
10	
11	
12	



Learning outside the classroom

.....
Good ways I have found to learn or use language outside class
(e.g. cinema, sports, reading ...)

Situation	Language I can learn or use in this situation



Progress and targets

English

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
ask detailed questions about another person	A2	10/1/01	20/1/01	?

Personal identification

I can	Level of activity	With a lot of help	With a little help	With no help
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			

? describe themselves and their family to other person

A2 ? [see dealing with opponents]

? (describing people)?



Learning to learn

I can	Level of activity	With a lot of help	With a little help	With no help
think about what I have learnt and make notes commenting on my learning	A2			
organise my vocabulary in clear lists based on themes or topics	A2			
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			
assess my progress in relation to my targets	B1			
comment on my own learning experiences	B1			
explain about the educational system in my country and compare my learning there with this learning experience	B1			



Everyday life

I can	Level of activity	With a lot of help	With a little help	With no help
<i>Elaine</i> fill in different types of official forms	A2			
ask for a particular size, colour etc. when shopping	A2			
explain the problem to a doctor/dentist	A2			
understand what the doctor/dentist/health visitor is asking	A2			
<i>Elaine</i> <i>She</i> understand and follow instructions on a packet or object	A2			
use my dictionary effectively when I don't understand fully	A2			
carry on an informal conversation with a person that I meet	B1			
<i>Elaine</i> <i>She</i> write a letter describing or explaining a particular situation	B1			
interpret if necessary for another person in an official situation or on the telephone	B1			
make an appointment for a meeting, interview etc.	B1			
follow and understand a film or television commentary	B1			
<i>Linda</i> read and understand the main news items in a newspaper	B1			



Dealing with officials

I can	Level of activity	With a lot of help	With a little help	With no help
understand and fill in a form with detailed information	A2			
leave a message in person or by telephone	A2			
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	Stel's DCA	FOR PICTURE WALL GMA BILING	
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			
request, read and understand information that is available to the public (community leaflets, appliance guarantees etc.	B1			
read and understand public notices in many situations	B1			

*Clair
Steele*



Using the telephone

I can	Level of activity	With a lot of help	With a little help	With no help
identify the important information in a telephone message and note it down	A2			
ask questions on the telephone and understand the answers	A2			
ask for information/forms etc. to be sent to my address	A2			
give information so that it is clearly understood (spelling name, address etc)	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			

??
WZP.



The Media

I can	Level of activity	With a lot of help	With a little help	With no help
understand the headlines in the newspaper	A2			
read short news articles related to my interests	A2			
describe a radio or television programme	A2			
understand most advertisements in papers and magazines	A2			
understand the small advertisements (for accommodation, jobs etc.)	A2			
research and write a short news item on a topic of interest	B1			
write and record on tape or video a short item on a topic of personal interest	B1			
read news articles on a variety of topics	B1			
identify different registers in different written and broadcast items	B1			
design an advertisement	B1			
discuss the views of others as presented in the media	B1			

Linda

wip.



Correspondence

I can	Level of activity	With a lot of help	With a little help	With no help
understand the difference between formal and informal letters	A2			
organise a short letter in clear paragraphs	A2			
use a dictionary to correct vocabulary or spelling	A2			
use a grammar book to find correct structures	A2			
use suitable expressions to write a formal letter	B1			
write an informal letter in several paragraphs describing an event	B1			
write an informal letter in several paragraphs describing a process	B1			
write a formal letter in several paragraphs explaining a particular situation	B1			
write a letter of invitation	B1			
write a letter of complaint	B1			

clair

de →



Conversation

I can	Level of activity	With a lot of help	With a little help	With no help
understand and join in short conversations	A2			
talk about my likes and dislikes	A2			
ask questions of others and respond to questions	A2			
express my agreement or disagreement politely	A2			
express personal opinions on a range of topics	B1			
express my surprise, sympathy, interest and pleasure	B1			
comment briefly and politely on the opinions of others	B1			
join in conversations with little time for preparation	B1			
use suitable techniques to keep my place in a conversation	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.;
- personal word lists organised by theme or usefulness;
- cassette recordings of oral practice;
- labelled pictures or diagrams;
- diary records of learning.

Decisions are made, with the help of my teacher, about which items should be included and which items should be removed and replaced by more recent samples of my work.





Contents

Section	Description
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	



Learning diary

Date: from _____ to _____

In the past week I have learnt:

Topics _____

New vocabulary _____

Speaking _____

Reading _____

Writing _____



I now know about : _____



I need to work more on: _____



Learning targets

I can _____

My next learning target: _____

Target date: ____ / ____ / 0__

I achieved my target: YES NO

I can _____

My next learning target: _____

Target date: ____ / ____ / 0__

I achieved my target: YES NO

I can _____

My next learning target: _____

Target date: ____ / ____ / 0__

I achieved my target: YES NO

