

European Language Portfolio

Portfolio Européen des Langues[©]



COUNCIL OF EUROPE CONSEIL DE L'EUROPE



Learning the language of the host community

Fast track and Pre-vocational

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 enter vocational or professional training in Ireland as a means of establishing a new career or pursuing the career that they had in their own country. In particular, the LANGUAGE BIOGRAPHY contains detailed checklists which reflect these specific 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): _____

Previous occupation: _____

**Areas of interest for
future career:** _____



Language proficiency

Language		Self-assessment of proficiency (in relation to grid on page 7)					
		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 Fast track/Pre-vocational learners are B1 Threshold and B2 Vantage. The descriptors for these levels are highlighted on the next page. The CEF grid is also provided in the standard adult Passport that accompanies this EUROPEAN LANGUAGE PORTFOLIO which 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.

	B1 Threshold			B2 Vantage		
	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						



EUROPEAN LANGUAGE PORTFOLIO *Common European Framework: grid for assessing language proficiency*

		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.



L1: English		L2: German		L3: French	
Competence	Level	Competence	Level	Competence	Level
Listening	A1	Hörverstehen	A1	Compréhension écrite	A1
	A2		A2		A2
	B1		B1		B1
Reading	A1	Lesen	A1	Compréhension écrite	A1
	A2		A2		A2
	B1		B1		B1
Writing	A1	Schreiben	A1	Écriture	A1
	A2		A2		A2
	B1		B1		B1
Speaking	A1	Mündliche Kommunikation	A1	Oral communication	A1
	A2		A2		A2
	B1		B1		B1
Grammar	A1	Grammatik	A1	Grammaire	A1
	A2		A2		A2
	B1		B1		B1
Vocabulary	A1	Wortschatz	A1	Lexique	A1
	A2		A2		A2
	B1		B1		B1



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



Language Biography

In the first section

- identify the most important learning approaches used in the course (language, grammar, etc.)
- the role of personal and cultural factors
- the role of the program
- the role of the teacher
- the role of the learner
- the role of the environment



My learning contract

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____



Rules of the classroom

Rules



Learning

The most effective learning activities for me, in order of effectiveness are:

(1 = most effective, 10 = least effective)

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

My strategies for preparing a writing task are: _____

My strategies for preparing an oral interaction or presentation are: _____



Learning outside the classroom

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

Situation	Language I can learn or use in this situation



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 understand classroom language	B1	10/1/01	2/2/01	?

Setting course objectives

I can	Level of activity	With a lot of help	With a little help	With no help
understand classroom language	B1			
explain why I am doing a particular classroom activity	B1			
express my ideas and intentions accurately	B1			
identify particular aspects of coursework	B1			
obtain information about courses	B1			
recognise when I have reached a particular target	B1			
keep a learning diary accurately	B2			
review my objectives and identify new ones	B2			
discuss my plans in detail	B2			
examine and analyse course information	B2			
use a broad range of vocabulary with specialised terminology (e.g. IT)	B2			



Personal identification

I can	Level of activity	With a lot of help	With a little help	With no help
talk fluently in detail about where I came from and what I am doing	B1			
ask detailed questions about another person	B1			
describe work or training experience in sequence	B1			
describe an event or happening to another person adding comments	B2			
join in a conversation with other people even when the topic is unfamiliar	B2			
add comments expressing opinion	B2			
answer questions easily with little need to seek clarification	B2			



Learning to learn

I can	Level of activity	With a lot of help	With a little help	With no help
describe the educational system and typical classroom activities in my own country	B1			
organise my new vocabulary in clear lists based on relevant themes or topics	B1			
explain my own ways of working and comment on them	B1			
categorise different ways of learning	B2			
rank different ways of learning	B2			
examine the advantages and disadvantages of a particular system or approach to learning	B2			
explain and comment on different features of a system orally or in writing	B2			



The workplace

I can	Level of activity	With a lot of help	With a little help	With no help
describe the typical working day in Ireland	B1			
read and understand the rules of the workplace	B1			
discuss possible health and safety hazards	B1			
describe the functions of a particular business, industrial or service sector	B1			
ask questions about work practices that appear unfamiliar	B1			
discuss the differences between two similar sectors (e.g. Electronics Assembly and PC Maintenance)	B2			
analyse and comment on aspects of Irish work practice	B2			
comment on the suitability or effectiveness of workplace safety regulations	B2			
identify and discuss personal situations which could arise in the workplace	B2			



Cultural awareness

I can	Level of activity	With a lot of help	With a little help	With no help
identify the major cultural differences between my own country and Ireland	B1			
describe and explain the cultural norms and events in my own country	B1			
compare the different routines of life between my culture and Ireland	B1			
discuss and question different value systems (beliefs and attitudes)	B1			
discuss different values and norms recognising their importance to different cultures	B2			
identify and discuss attitudes or behaviours which could cause negative feelings	B2			



Career planning

I can	Level of activity	With a lot of help	With a little help	With no help
list and describe my skills and qualifications	B1			
match job descriptions with my skills and qualifications	B1			
answer questions about job interests	B1			
gather information for a curriculum vitae	B1			
read course brochures and job advertisements to identify areas related to skills and qualifications	B1			
talk about different options in relation to future career paths	B1			
examine and discuss language learning goals for future training/work	B1			
use specialist vocabulary to describe previous experience and qualifications	B2			
read and understand a variety of work-related texts	B2			
explain career plans with reference to past experience, qualifications and future possibilities	B2			
prepare a curriculum vitae which reflects different aspects of experience and training	B2			



The media

I can	Level of activity	With a lot of help	With a little help	With no help
understand the main topics in the newspaper	B1			
describe the main points of a radio or television programme	B1			
write and deliver a well-rehearsed short news item	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 and respond to the views of others as presented in the media	B1			
analyse and comment on radio or television programmes	B2			
prepare short news items in a variety of styles	B2			
read and understand news articles on different topics and in different styles	B2			
read and interpret the main news items applying general and world knowledge	B2			



Curriculum Vitae preparation

I can	Level of activity	With a lot of help	With a little help	With no help
set out basic personal information in a clear format	B1			
give clear information about education, training, work experience, interests etc.	B1			
use a monolingual dictionary to check the curriculum vitae for accuracy, and edit	B1			
write a personal statement indicating career objectives and personal suitability for a position	B1			
write a detailed work history (education/training, positions held, achievements etc.)	B1			
comment orally on personal history	B2			
describe fully any previous position held or experience gained	B2			
state personal experience and achievements in a way that reflects the demands of a particular job	B2			



Dossier

The Dossier is used to keep samples of work such as

- written text - 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 the teacher, about which items should be included and which items should be removed and replaced by more recent samples of work.



Notes

Dossier

1. The first part of the dossier is the 'Dossier' itself, which is a collection of documents related to the language learning process.

2. The second part of the dossier is the 'Portfolio', which is a collection of documents related to the language learning process.

3. The third part of the dossier is the 'Certificate', which is a document that certifies the language learning process.

4. The fourth part of the dossier is the 'Report', which is a document that reports on the language learning process.

5. The fifth part of the dossier is the 'Reflection', which is a document that reflects on the language learning process.

6. The sixth part of the dossier is the 'Conclusion', which is a document that concludes the language learning process.



(Contents could include samples of formal letters, letters of application, curriculum vitae, sample rules for the workplace, sample questions and answers for interview situations etc.)

Contents

Section	Content	Comments
1		
2		
3		
4		
5		
6		
7		



My personal dictionary

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

1	Useful expressions for conversations
2	Words and expressions for writing
3	Words for language learning
4	Vocabulary relating to my area of interest for a future career
5	Words and expressions for interview situations
6	
7	
8	
9	
10	
11	
12	



Learning diary

Date from ___/___/___ to ___/___/___

In the past week I have learnt:

Writing _____

Speaking _____

Reading _____

New vocabulary and expressions _____

Specialised topics _____

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