



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

European Language Portfolio

Portfolio européen des langues

European Language Portfolio



Teacher's Guide

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Centre for Information
on Language Teaching and Research

Le présent modèle est conforme aux Principes et Lignes directrices communs

CONSEIL DE LA COOPERATION CULTURELLE
COMITE DE L'EDUCATION – COMITE DE VALIDATION
DU PEL

This model conforms to common Principles and Guidelines.

COUNCIL FOR CULTURAL CO-OPERATION
EDUCATION COMMITTEE – ELP VALIDATION COMMITTEE

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The Council of Europe

European Language Portfolio

My Languages Portfolio

1	Which languages?	2
2	What is the European Language Portfolio?	3
3	Using the Portfolio	4
4	Content of the Portfolio	
	Languages I know: My Language Passport	5
	Outline of course content	5
	What I know and can do in languages: My Language Biography	6
	Getting Better! Self-assessment	7
	My Dossier	12
	Pick and Match	12
5	Information for parents	inside back cover



1 Which languages?

The purpose of the Portfolio is to record a child's experiences of languages other than English, where English is the child's first language.

The portfolio may include experiences of and achievements in e.g.:

- modern foreign language learning;
- mother tongue learning in a language other than English;
- the learning of English as an additional language.



2 What is the European Language Portfolio?

It is a document in which those who are learning or have learned a language can record their language learning and cultural experiences. It is addressed to and is the property of the learner.

All competence is valued, regardless of whether it is gained inside or outside of formal education.

- The European Language Portfolio is the property of the learner.
- It is linked to the Common European Framework of Reference for Languages.
- A set of common principles and guidelines have been agreed for all Portfolios.

Taken from the children's Portfolio

THIS PORTFOLIO IS FOR YOU

- to show what you already know and what you can do in languages.
- to help you see that you are making progress.
- to keep a record of your work in languages.
- to put some examples of work you've done in languages (these could be pictures, written work, speaking recorded on audio or video tape, homework).
- to show your new teachers when you move class or school.

The Portfolio is:

- a means of celebrating language learning experiences.
- an open-ended record of children's achievements in languages.
- a document which can be kept by the learner or by the teacher.
- a valuable source of information to aid transfer to the next class or school.



3 Using the Portfolio

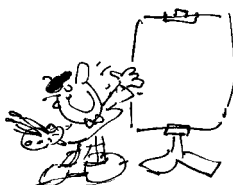
Who should fill in the Portfolio?

The Portfolio should be filled in by the children, assisted if necessary by the teacher.

As soon as schools receive the Portfolios, teachers may like to distribute copies to the children, explain the aims and discuss children's language experiences with them, especially any home or out of school learning and contacts with speakers of other languages.

Most children will probably want to start filling in their Portfolios as soon as they receive them. As the Portfolio is an on-going record of achievements, pupils can add to it whenever it is convenient.

This may be at intervals throughout the year or all in one go at the end of the term or year. It is meant to be used flexibly to suit the needs of the learners.



4 Content of the Portfolio

Languages I know: My Language Passport

Page 3

This section is a record of children's language learning experiences in which they record:

- languages learnt at home, including mother tongue, when not English;
- languages learnt at school;
- languages learnt out of school;
- contacts with speakers of different languages.

It is helpful to record how long children have been learning or have experience of a language. Parents may be required to give a certain amount of information to help with this.

Outline of course content

Teachers may like to insert an outline of the language learning programme of the school. This could include a list of topics and structures or references to particular course books.

Where children are learning more than one language, these pages can be photocopied so that there is one page for each language.

Children should make reference to how far they have progressed through any specific course book or materials used to learn the language.

They may like to outline any contacts, projects, excursions, visits, exchanges which have helped them to develop their knowledge and understanding of different languages and countries. They may like to refer to language learning clubs and extra curricular activities. In addition, cross-curricular work and contact with mother tongue speakers can be recorded here.



What I know and can do in languages: My Language Biography

Page 7

These pages take the form of a **personalised learning diary**, indicating specific achievements and are designed to be completed by the learner. Recording achievements in this way gives children the opportunity at each stage to become more aware of progress and the linguistic content of the course.

Children should colour in the speech bubbles when they can do these things.

The sections are:

- 1 Speaking**
records children speaking, but not interacting, e.g. giving a talk, reciting a rhyme or singing a song.
- 2 Talking to someone**
records spoken interaction, i.e. listening and speaking with someone else.
- 3 Reading**
- 4 Writing**



Getting Better! Self-assessment

Page 12

These sheets allow children to assess their language competence. They can be used at any time in order to celebrate achievements and to encourage children to reflect on their progress in different skills.

The statements are based on the level descriptions in the national curriculum for modern foreign languages. They provide an approximate link to the national curriculum levels available for the compulsory sector at key stage 3.

In addition, an indication is given of how the levels might correspond approximately to levels defined by the Council of Europe for The Common European Framework for Language Learning: *A1 Breakthrough* • *A2 Waystage* • *B1 Threshold*

There are four sections:

- 1 Listening
- 2 Speaking
- 3 Reading
- 4 Writing

While these self-assessment lists can be used at any time, teachers may find that they are of particular value at the end of the year when children transfer to another class or school.



Getting Better! Self-assessment

What I can do in:

listening

	Approx. NC level single aspects	Approx. CoE level
I can recognise some words and sentences and I know what they mean.	1	A1
I can understand the teacher's short instructions and what is said on the tape recorder.	1-2	A1
I can understand some songs and rhymes.	1-2	A1
I can understand longer questions and instructions in the classroom, even if they have to be repeated sometimes.	2	A1-A2

I have reached the equivalent of the Council of Europe's BREAKTHROUGH LEVEL in Listening

I can understand messages and short conversations.	2-3	A2
I can understand longer passages and stories at a faster speed, spoken on tape or by the teacher.	3-4	A2
Even if I have to hear things more than once I can pick out the general meaning and some details.	3-4	A2
I can understand when people are talking about the past, the present or the future, but I may need to hear it more than once.	5	A2-B1

I have reached the equivalent of the Council of Europe's WAYSTAGE LEVEL in Listening

I can understand speech at normal speed on subjects I have learned about.	5	B1
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Other

Getting Better! Self-assessment

What I can do in:

speaking

	Approx. NC level single aspects	Approx. CoE level
I can speak by copying words spoken by the teacher or on the tape recorder.	1	A1
I can make myself understood by using some gestures and some words.	1	A1
I can answer simple questions using single words.	1	A1

I have reached the equivalent of the Council of Europe's BREAKTHROUGH LEVEL in Speaking

I can give the names of some people, places and objects.	1	A2
I can say short sentences and phrases from memory.	2	A2
I can recite or sing songs and rhymes.	1-3	A2
I can take part in a short conversation of about 2-3 sentences.	2-3	A2
I can use language for getting what I need and ask questions in the classroom.	2-3	A1-A2
I can say 3-4 sentences about myself.	2-3	A1-A2

I have reached the equivalent of the Council of Europe's WAYSTAGE LEVEL in Speaking

I can make up some of my own sentences using phrases I have learned.	3-4	A2
I can take part in a conversation of about 3-4 sentences.	3-4	A2
I can start and develop a conversation, give my opinions and ask questions of others.	4-5	A2-B1
I can talk about what has happened or what is going to happen.	5	B1

My pronunciation is: quite good very good I need to improve my pronunciation

Other

Getting Better! Self-assessment

What I can do in:

reading

	Approx. NC level single aspects	Approx. CoE level
I can read aloud and understand some words, which we have practised.	1	A1
I can match some simple words and pictures.	1	A1
I can read and understand short sentences, which we have practised.	2	A1
I can read and understand some rhymes and poems.	2	A1

I have reached the equivalent of the Council of Europe's BREAKTHROUGH LEVEL in Reading

I can use my book or a vocabulary to find out what some new words mean.	2	
I can read and understand short messages such as e-mails and postcards.	3	A2
I can read and say which are the most important parts of passages from a book.	4	A2
I can use a dictionary to look up new words.	4	A2

I have reached the equivalent of the Council of Europe's WAYSTAGE LEVEL in Reading

I can read and understand longer passages from a book.	4	A2–A3
I am beginning to read short stories, which the teacher has already read aloud to me and can use clues to guess the meaning of new words.	4	A2–B1
I can read and understand lots of different texts, some about the past, present or future.	5	B1
I can read and understand the key points in some real things like magazine and newspaper articles, leaflets and letters.	5–6	B1

Other

Getting Better! Self-assessment

What I can do in:

writing

	Approx. NC level single aspects	Approx. CoE level
I can copy single words without making mistakes.	1	A1
I can label pictures using words I know.	1	A1
I can copy phrases and sentences correctly.	2	A1

I have reached the equivalent of the Council of Europe's BREAKTHROUGH LEVEL in Writing

I can write two or three sentences with help from my books.	3	A2
I can write about things I like and dislike.	3	A2
I can write some words and simple phrases from memory fairly well.	3	A2
I can write single sentences from memory and take notes for myself and others.	3-4	A2
I can write postcards and short messages to friends and family.	4	A2

I have reached the equivalent of the Council of Europe's WAYSTAGE LEVEL in Writing

I can write a simple personal letter about myself and what I have been doing or what I am going to do.	5	A2-B1
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Other

My Dossier

Page 17

The dossier is a record of children's work in languages and they should add to their dossiers throughout the year, keeping work in a folder with the Portfolio.

These are the instructions to the children:

This is a record of some of my work in languages

- You choose what goes into your dossier.
- Put in things which you'd like to keep and show to others.
- You can put in written work, pictures, speaking recorded on audio or videotape, homework.
- Add to it or change items when you like.

Examples of things which children could put into the dossier are:

pictures, selected written work, documents, photos, souvenirs, texts and examples of work such as audio, video recording, posters, a reading record.

The documents can be reviewed and updated from time to time.

When time comes for transfer to another class or school, examples of children's work can be selected to accompany them with their Portfolio.

Pick and Match

Page 19

This is an activity designed to encourage children to read and interpret pictures, to think about and explore language, its style and forms and to work independently.

Children study the cartoon pictures and work out appropriate language which fits with them. There are no right or wrong answers but they can use the English examples to help them, working alone or in pairs or groups.

The children can then learn and practise some of the phrases and sentences using another language or languages.





5 Information for parents

A personal Languages Portfolio is one of the measures adopted by the Council of Europe as a means of establishing a Common European Framework for Language Learning, a focus of Council of Europe activity.

A Portfolio records learners' experience of learning languages during each stage of their education, and passes on with them to the next stage, to provide teachers with evidence of the level they have reached and their readiness for further study.

For children in UK primary schools the question of qualifications does not arise, but a wide variety of language learning backgrounds and experiences is represented within schools, which can be described and celebrated in a Portfolio.

Your child will be asked to complete the Portfolio, with help where necessary from you and/or their teacher.

The Council of Europe is an intergovernmental organisation with its permanent headquarters in Strasbourg, France. Its primary goal is to promote the unity of the continent and guarantee the dignity of the citizens of Europe by ensuring respect for our fundamental values: democracy, human rights and the rule of law.

One of its main aims is to promote awareness of a European cultural identity and to develop mutual understanding among people of different cultures. In this context the Council of Europe is coordinating the introduction of a European Language Portfolio to support and give recognition to language learning and inter-cultural experiences at all levels.

The Portfolio website of The Council of Europe is: <http://culture2.coe.int/portfolio>

MY LANGUAGES
PORTFOLIO

A circular logo with the text "MY LANGUAGES" at the top and "PORTFOLIO" at the bottom. In the center is a cartoon illustration of two children sitting at desks. The child on the left is writing in a notebook, and the child on the right is talking with their hand raised.