

European Language Portfolio

for learners of a second language

COLOFON

This European Language Portfolio is still 'under construction'. It has been submitted for validation to the Council of Europe's Validation Committee.

The model has been developed in the project 'Towards a portfolio methodology in the learning and teaching of Dutch as a second language'.

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In cooperation with: Bve Raad
Bureau ICE
Citogroep
ROC Horizon College
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The project was monitored by a number of ROC's (regional colleges for vocational and adult education) in an Bve Raad platform.

The project is being carried out within the general framework of the Council of Europe's Language Portfolio Project. See for more information:

www.cinop.nl/portfoliont2

<http://culture.coe.int/portfolio>

www.taalportfolio.nl

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LANGUAGE BIOGRAPHY

In the biography, the holder will map out his or her most important learning experiences with other languages and cultures. He or she will set individual goals for him-/herself, list progress, reflect on the learning process and document learning activities both within and outside of the school.

Language biography

Part 1 Summary

- 1.1. Personal information
- 1.2. Language- and dialectportrait
- 1.3. Education in another language than Dutch
- 1.4. Language knowledge attained outside of school

Part 2 Progress in learning Dutch

- 2.1 Start
- 2.2 Learning targets and agreed route
- 2.3 Working with a curriculum or with several learning methods
- 2.4 Practical assignments within the school
- 2.5 Learning Dutch in real-life, outside of the school
- 2.6 Looking back and ahead

Part 1 **Summary**

1.1 Personal information

name
year of birth
country and city of birth
address
city
current education
school
completed on (date)
modified on

1.2 Language- and dialectportrait

Example

I speak	<i>Spanish</i>	with my husband/wife
I speak	<i>Quechua</i>	with my family
I speak	<i>English</i>	with friends
I speak	<i>Dutch</i>	in school, shops and ...
I understand	<i>television programs</i>	in <i>Turkish</i>
I read	<i>newspapers</i>	in <i>English</i>
I write	<i>letters</i>	in <i>Spanish</i>

I speak		with my husband/wife
I speak		with my family
I speak		with friends
I speak		with
I speak		with
I speak		in school, and
I understand		In
I read		In
I write		In
I understand		In
I read		In
I write		In

1.3 Education in another language than Dutch

I only list experiences that I consider important.

Example

Subject	Main language	Location	When/at what age?
<i>All courses elementary school</i>	<i>Dari</i>	<i>Kabul, Afghanistan</i>	<i>1972-1977 Age: 6-12 years</i>
<i>All courses high school</i>	<i>Dari English</i>	<i>Kabul, Afghanistan</i>	<i>1978-1982. Age: 12-16 years</i>
<i>College/University</i>	<i>Dari, English</i>	<i>Kabul, Afghanistan</i>	<i>1982-1988 Age: 16-22 years</i>

Course	Language of instruction	Location	When/at what age?

1.4 Language knowledge attained outside of school

I only list experiences that I consider important.

Voorbeeld (example)

Language	Listen? Read? Speak? Write?	How?	Location	When?
<i>English</i>	<i>Listen</i>	<i>TV</i>	<i>At home</i>	<i>from 1996 on</i>
<i>English</i>	<i>Speak and listen</i>	<i>Working in a restaurant</i>	<i>Izmir Turkey</i>	<i>2 months 1998</i>
<i>German</i>	<i>Speak and listen</i>	<i>Working in a hotel</i>	<i>Antalya Turkey</i>	<i>6 weeks 1996 6 weeks 1997</i>
<i>German</i>	<i>speak, listen and read</i>	<i>Working in a hospitalkitchen</i>	<i>Frankfurt Germany</i>	<i>2 years: 1999 - 2000</i>
<i>Dutch</i>	<i>Listen</i>	<i>Cleaning a job-agency</i>	<i>The Hague</i>	<i>3 months; 2001</i>
<i>Dutch</i>	<i>Speak, listen, read and write</i>	<i>Language-internship at caterer</i>	<i>Hoofddorp</i>	<i>1 month, April 2002</i>

Language	Listen? Read? Speak? Write?	How?	Location	When?

Part 2 Progress in learning Dutch

2.1 Start

This is where I begin

Name:

Date:

Language level at start:

	Listen	Speak, carry on conversations	Read	Write
B1				
A2				
A1				
Below A1				

Kind of program:

Hours of class per week:

Contact with Dutch outside of language classes:

	A lot	Once in a while	Never
<i>in the family</i>			
<i>with neighbors</i>			
<i>with friends</i>			
<i>at the children's school</i>			
<i>tv and radio</i>			
<i>mail, commercials, papers</i>			

I can talk to people in:

0 English 0 French 0 German 0 Spanish 0 0

Intake report 0 yes 0 no

2.2 Learning targets and agreed route

This is where I want to go

Desired language level at the end of the route:

	Listen	Speak, carry on conversations	Read	Write
C1				
B2				
B1				
A2				
A1				

Details:

.....

.....

.....

(Please state what you want to use Dutch for. E.g.: reading on level B2: studytexts for the course 'medical chemist', or: carrying on conversations on level A2: talking to the children's schoolteacher, contacts with institutions)

Stages in the route

Learning the basics of a language from until

Practicing language in real-life from..... until.....

Language and plans for the future from until

Language combined with work and school from until.....

Route description 0 yes 0 no

Education agreement 0 yes 0 no

Completed on (date)

Adjusted on (date)

2.3 Working with a curriculum or several learning methods

Example

Name curriculum: Dutch for everybody. Elementary Dutch Course.

Chapters, lessons or modules	Planned for	Completed on	Result, comments
1, 2, 3, and 4	<i>Before Christmas break</i>	<i>December 22nd 2000</i>	<i>I know all the words; pronunciation difficult; need more practice</i>

Name curriculum:

Chapters, lessons or modules	Planned for	Completed on	Result, comments

make copies as needed

2.5 Practical assignments within the school

Write down in the table below which assignments you completed within the school.
Record which 'proof' you have that you have completed the assignments. E.g. a recording on audio-cassette of a delivered lecture, or a written letter.
Keep your proof in your language dossier.

Number the assignments!

Name and number of assignment	Read, listen, carry on conversation or write	Language level	Completed or handed in on.... (date)	Proof <i>yes/no</i>	Own opinion		Teacher's opinion	
					<i>good/again</i>		<i>good/again</i>	

2.5 Learning Dutch in real-life, outside of the school

Write down in the table below what you do to learn Dutch in real-life situations, outside of the school. Write down in the first columns what you planned to do or what you have done. Evaluate the situations and your performance in the other columns.

If you have proof of the situation, write 'yes' in the column 'proof'. E.g.: you have a 10-minute conversation with someone at your children's school. You ask this person to write down his or her initials in the table below. This will be your proof.

Number the real-life situations!

Plans/acivities		How did you do?				
Name and number of the situation	Read, listen, carry on conversation or write?	Where? With whom?	Completed on (date)	Own opinion <i>Good/again</i>		Proof?

2.6 Looking back and ahead

Evaluate the past period in the table below in terms of learning Dutch.
Make a plan of action for the following period.

Looking back

Period, from..... until

1. What did you do?

Take the list of language tasks that fits your level.
Mark what you have been practicing during the past period.
State how well you can perform the task: *easily* - *with some effort* - *not yet*.
Discuss the completed list with your teacher.

2. What can you finish?

If you can easily perform most of the language tasks on this level, you can probably finish the level.
Ask the teacher for a concluding assignment!

3. Write a report.

Keep in your portfolio everything you have done in this period:

- the completed lists with language tasks
- the result of a test, if you have done one
- a list of the assignments with a review, if you have done concluding assignments.

Looking ahead

Period, from.....until.....

Plan of action: what are you going to do?

Take the list of language tasks that fits your level.
Mark what you want to practice extra the coming period.
If you would like, you can add your own points to the list.

make copies as needed

2.7 Progress

Use the grids below to document your learning objectives and to keep track of your progress.

a. Documenting your learning objectives

Indicate in Figure A on each scale of language activities¹ the level you want to attain. Put a mark at the top of that level. Discuss this with your teacher.

[‘rose’ scheme: pg 19 Dutch version, left hand side]

b. Keeping track of your progress

Document your progress in Figure A. Colour the relevant sections for the levels you have reached on each scale of language activities.

Write down in Figure B the date of the assessments. Ask your teacher to sign the list.

[grid: pg 19 Dutch version, right hand side]

¹ An overview of language skills and activities is printed on the next page.

Overview language skills and activities

Listening

1. Understanding native speakers
2. Listening as member of a live audience
3. Listening to announcements and instructions
4. Listening to tv, video- and audiorecordings

Reading

1. Reading correspondence
2. Reading for orientation
3. Reading for information
4. Reading instructions

Spoken interaction

1. Informal conversations
2. Formal discussions and meetings
3. Getting things done
4. Exchanging information

Spoken production

1. Monologues
2. Presentations

Writing

1. Correspondence
2. Notes, messages and forms
3. Reports and essays
4. Creative writing

Language dossier

In the dossier part of the language portfolio, the holder will collect personal pieces of work. These letters, stories, papers, etc. illustrate the learning process and serve as evidence of competency through which the holder shows that he or she has achieved a certain language level. In this file the student will also keep (copies of) language certificates, proof of participation of language courses or –internships etc.

1. Overview of pieces of work

In this part of the dossier you will collect your personal work, such as:

- Letters
- Stories
- Lists of words and sentences concerning a specific subject
- Papers on or proof of projects
- Papers or proof of using language in real-life situations
- Recordings on audio-cassettes
- Recordings on video-cassettes
- Computerprints or floppy -disks of your work

**Keep your dossier in order: regularly replace old work by new work.
Make an overview of your personal work:**

Number project	Name/description	Date

2. Overview of documents

In this part of the dossier you will collect all certificates, (copies of) diplomas and proof of important working experiences that you have mentioned in the Passport and in the Language biography.

Number your documents in the table below:

Number of document	Name/description	Date