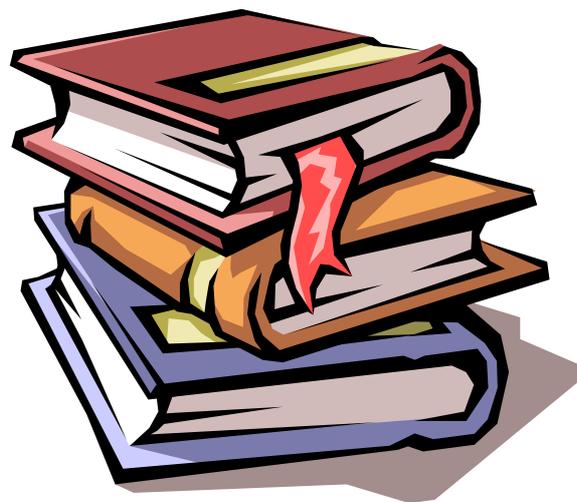


POST-PRIMARY



Integrate
Ireland
Language &
Training

Learning the
language of
the host
community



The Council of Europe and the European Language Portfolio

Ireland is a member of the Council of Europe, which makes it part of a family of 45 countries stretching all the way from Iceland to Azerbaijan. The millions of young people who live in those countries share many experiences and interests, but also have different languages, cultures and histories.

The Council of Europe aims to help you to understand and respect other people and the things that make them different. Your European Language Portfolio is designed to help you learn new languages and understand new cultures.

The ELP allows you

- to record what you can do in languages, including your mother tongue
- to understand what you need to learn so that you can join in all the classes and activities in your school
- to record what you have learnt well and what you need to study more
- to organize your work so that you can use it to remind yourself about what you have already learnt
- to help you learn the English that you need for other school subjects
- if you change your school, to show your new teachers what you can already do in English

The ELP allows your teachers

- to see what languages you already know
- to help you plan what you need to learn for different subjects

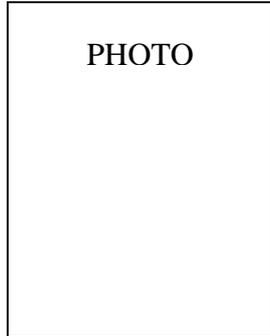
The ELP allows your parents

- to see how you are progressing in learning languages

This model conforms to common principles and guidelines.

Steering Committee for Education – European Validation Committee

Language Passport



Name

.....:

Address

.....:

Country of origin

.....:

First language:

.....:

Date of birth

.....:

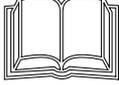
School:

.....:

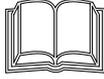
My languages

My first language is _____

I use this language to (describe):

Other languages I can use:

Language				
Describe what you can do in these languages				

On the next page I can indicate my precise levels of proficiency in different languages in relation to the self-assessment grid on page 6 ⇒

My proficiency in languages other than English

		Self-assessment of proficiency					
		A1	A2	B1	B2	C1	C2
Language:	Listening 						
	Reading 						
Date:	Spoken interaction 						
	Spoken production 						
	Writing 						
Language:	Listening 						
	Reading 						
Date:	Spoken interaction 						
	Spoken production 						
	Writing 						
Language:	Listening 						
	Reading 						
Date:	Spoken interaction 						
	Spoken production 						
	Writing 						
Language:	Listening 						
	Reading 						
Date:	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 skilfully 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.

Self-assessment grid of the Common European Framework of Reference © Council of Europe

Global benchmarks of communicative proficiency – Listening and Reading (for details see Language Proficiency Benchmarks)

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	<i>Listening</i> 	I can understand words and phrases about myself, my family and school and simple questions and instructions.	I can understand most instructions given inside and outside school, and can follow topics covered in the different subject classes.	I can understand detailed instructions given in school, the main points of topics presented in different classes, and short films about things I am familiar with. I can follow most conversations between other students without difficulty.
	<i>Reading</i> 	I can recognize the letters of the alphabet and can understand signs and simple notices in the school and on the way to school. I can understand words on labels or posters in the classroom and some of the words and phrases in a new piece of text.	I can understand short texts on familiar subjects and can use the alphabet to find items in lists (e.g., a name in a telephone book).	I can understand descriptions of events, feelings and wishes and can use comprehension questions to find specific answers in a piece of text. I can also use key words, diagrams and illustrations to help me understand texts I am reading. I can follow written instructions for carrying out school activities.

Example:

	A1			A2			B1		
	*	**	***	*	**	***	*	**	***
<i>Listening</i> 	15/9/2004	17/10/2004	14/11/2004	18/12/2004	15/2/2005	20/4/2005	17/5/2005	20/9/2005	19/10/2005

	A1			A2			B1		
	*	**	***	*	**	***	*	**	***
<i>Listening</i> 									
<i>Reading</i> 									

* with a **lot** of help

** with a **little** help

*** with **no** help

Global benchmarks of communicative proficiency – Speaking and Writing (for details see Language Proficiency Benchmarks)

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
S P E A K I N G	Spoken Interaction 	I can say <i>hello</i> and <i>goodbye</i> , <i>please</i> and <i>thank you</i> , can ask for directions in the school, and can ask and answer simple questions.	I can answer questions about my family, friends, school work, hobbies and holidays. I can keep up a conversation with my classmates when we are working together, and can express my feelings.	I can talk fluently about school, my family, my daily routine and my likes and dislikes. I can take part in classroom discussions and can hold conversations with other students about things I am interested in. I can repeat what has been said and pass the information on to another person.
	Spoken Production 	I can give a simple description of where I live and people I know, especially members of my family.	I can describe my family, my daily routines and activities, and my plans for the immediate or more distant future.	I can retell what has been studied in class or the plot of a film I have seen or a book I have read. I can describe a special family event (religious festival, birthday etc.) and can explain my opinions and plans.
W R I T I N G	Writing 	I can write my name and address and the name of the school. I can write labels on charts and diagrams and copy short sentences from the board.	I can write new words in my European Language Portfolio and can write short texts on familiar topics. I can write a short message (e.g., a postcard or e-mail) to a friend.	I can write a short letter, a summary of a book, poem or film, an account of my opinions or feelings about an event or situation, and a short dialogue.

	A1			A2			B1		
	*	**	***	*	**	***	*	**	***
Spoken Interaction 									
Spoken Production 									
Writing 									

Learning languages

My list of qualifications and certificates

Where possible, the levels of qualifications should be indicated in relation to the levels A1 – C2 of the global scale of the Council of Europe (Common European Framework). See also self-assessment grid p. 6

Language	Name of qualification or certificate with awarding body	Date	Level

My Language Biography

I can use this part of my European Language Portfolio to:

- **Think about experiences I have had in different countries and with different languages**
- **See what English language I need to learn for my school subjects**
- **Discuss with my teacher what I should learn next**
- **Record what I learn**
- **Find out how I learn best**

My language and intercultural experiences

The new and interesting things I noticed when travelling or staying in other countries.

Country:	Date From:	Staying with friends or family (√)	Travel (√)	Study (√)
Language:	To:			
<p>Cultural differences I noticed:</p> <p>Cultural similarities with my own country:</p>				
Country:	Date From:	Staying with friends or family (√)	Travel (√)	Study (√)
Language:	To:			
<p>Cultural differences I noticed:</p> <p>Cultural similarities with my own country:</p>				
Country:	Date From:	Staying with friends or family (√)	Travel (√)	Study (√)
Language:	To:			
<p>Cultural differences I noticed:</p> <p>Cultural similarities with my own country:</p>				

My language and intercultural experiences

The new and interesting things I noticed when travelling or staying in other countries.

Country:	Date From:	Staying with friends or family	Travel	Study
Language:	To:	(√)	(√)	(√)
<p>Cultural differences I noticed:</p> <p>Cultural similarities with my own country:</p>				
Country:	Date From:	Staying with friends or family	Travel	Study
Language:	To:	(√)	(√)	(√)
<p>Cultural differences I noticed:</p> <p>Cultural similarities with my own country:</p>				
Country:	Date From:	Staying with friends or family	Travel	Study
Language:	To:	(√)	(√)	(√)
<p>Cultural differences I noticed:</p> <p>Cultural similarities with my own country:</p>				

My cultural awareness now

In my classes

Cultural attitudes and behaviour I have noticed and can now understand	Date	Other cultural attitudes and behaviour that I do NOT fully understand	Date

With my friends

Cultural attitudes and behaviour I have noticed and can now understand	Date	Other cultural attitudes and behaviour that I do NOT fully understand	Date

In my daily life outside school

Cultural attitudes and behaviour I have noticed and can now understand	Date	Other cultural attitudes and behaviour that I do NOT fully understand	Date

The English language I use outside school

A hobby or interest that I enjoy:	Date:
Where and when I do this	
Who I do it with	
Some of the important words that I need for this:	
What I like about it:	

A responsibility outside school:	Date:
Where and when I do this	
Who I do it with	
Some of the important words that I need for this:	
What I have learnt by doing this:	

Things I do in daily life outside school:	Date:
Who I do them with	
What I have learnt by doing these things:	

The English language I use outside school

A hobby or interest that I enjoy:	Date:
Where and when I do this	
Who I do it with	
Some of the important words that I need for this:	
What I like about it:	

A responsibility outside school:	Date:
Where and when I do this	
Who I do it with	
Some of the important words that I need for this:	
What I have learnt by doing this:	

Things I do in daily life outside school:	Date:
Who I do them with	
What I have learnt by doing these things:	

How to monitor your language learning in five easy steps

- 1 Find out **what** you have to learn. Look at the checklists with your language teacher and make notes about any difficulties you have in your subject classes
- 2 Write down your **targets** © on page 14
- 3 Think about how you can **learn these things best** and note that on page 13
- 4 Then **use** your own 'best ways of learning' to achieve your targets
- 5 **Record** your progress on the checklists with your language teacher's help:
 - * I can do this with a **lot** of help
 - ** I can do this with a **little** help
 - *** I can do this with **no** help

Remember! When you don't achieve a target fully, don't worry. What you don't know can become part of your next target.

EXAMPLE

SCIENCE SUBJECTS					
Level	Skill		* Date	** Date	*** Date
A1		I can understand some scientific words and phrases			11/10/04
		I can understand labels on scientific diagrams and equipment		15/10/04	
		I can use some scientific words in group work	1/10/04		
		I can say some important scientific words		11/10/04	
		I can draw and label a simple scientific diagram		15/10/04	30/10/04

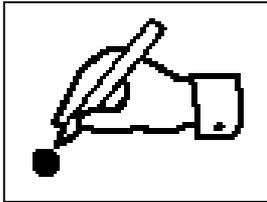
At 30/10/04 this student's targets are:

Topic	What I know now	What I need to learn	My target date ©	Target achieved (date)
Science	<i>Most names of equipment in the lab</i>	<i>The names I don't know How to use these words when we are working</i>	10/11/04	

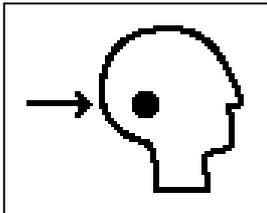
How I learn best now _____ (date)



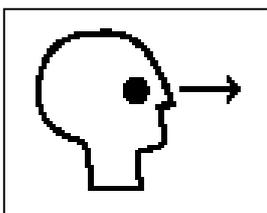
When I want to remember new words



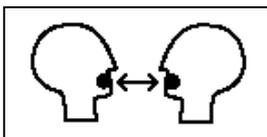
When I have to write something



When I can't understand what somebody is saying



When I'm reading a text book

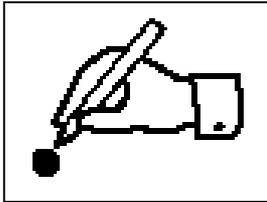


When I'm speaking and have difficulty finding words

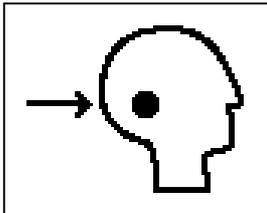
How I learn best now _____ (date)



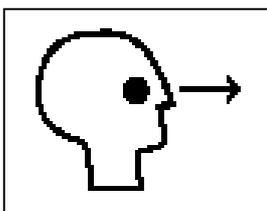
When I want to remember new words



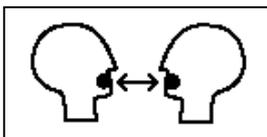
When I have to write something



When I can't understand what somebody is saying



When I'm reading a text book



When I'm speaking and have difficulty finding words

Monitoring my learning

In order to monitor learning and to use the checklists in this European Language Portfolio it is important to understand these words:

Example:

to understand	<i>compreender</i>
---------------	--------------------

A1

to understand	to name
to follow	to recognise
to show	to find
to copy	to label
instructions	information
key words	labels
diagrams	equipment
map	time line

A2

to ask about	to solve
to read about	to explain
to pass on	to note
to describe	to list
explanation	experiment
topic	word list
event	dialogue
give a short summary	main ideas

B1

to discuss	to review
to organise	to edit
to give views	to record
experience	beliefs
interest	purpose
discussion	conversation
different styles	useful expressions

General terms

short	important
simple	familiar
clear	most

EXAMPLE:

<i>Level</i>	<i>Skill</i>		*	**	***
			<i>Date</i>	<i>Date</i>	<i>Date</i>
A1		I can understand short questions about myself	7/9/04	28/9/04	4/10/04
		I can use the alphabet to find names on a list and words in a dictionary	7/9/04	15/9/04	21/9/04

PERSONAL IDENTIFICATION

<i>Level</i>	<i>Skill</i>		*	**	***
			<i>Date</i>	<i>Date</i>	<i>Date</i>
A1		I can understand short questions about myself			
		I can use the alphabet to find names on a list and words in a dictionary			
		I can answer short questions about myself			
		I can say a short sentence about myself			
		I can write some important information about myself			

A2		I can understand when my friends talk about everyday things			
		I can read short texts about everyday life			
		I can ask and answer questions about everyday life and say how I feel			
		I can talk about things I did today and things I want to do			
		I can write short descriptions about everyday life			
		I can keep a record of my language learning			

B1		I can understand most things my teachers and friends say to me			
		I can read about other people's lives and cultures			
		I can talk about my experiences, interests or problems			
		I can discuss my language learning			
		I can give a short talk about the country I come from and explain about my culture and beliefs			
		I can write a short comparison of my life now and in the past			

* with a **lot** of help

** with a **little** help

*** with **no** help

CLASSROOM INTERACTION

<i>Level</i>	<i>Skill</i>	*	**	***
		<i>Date</i>	<i>Date</i>	<i>Date</i>
A1	 I can understand important school rules			
	 I can read the names of rooms in the school			
	 I can say hello and goodbye and ask for help			
	 I can give a simple description of a game I play with my friends			
	 I can copy words and sentences for my school subjects			
A2	 I can understand instructions and information from the teacher			
	 I can read simple texts about school			
	 I can talk with a friend in group work and can pass on a simple message			
	 I can describe a school routine or event			
	 I can write a short description of my classroom and note useful words and sentence patterns			
B1	 I can understand talks given by my friends			
	 I can read texts from my school textbooks			
	 I can talk with my school friends in a natural way and explain what I do and learn at school			
	 I can give a talk about school life in Ireland and in another country			
	 I can organise my language learning for each school subject and write clearly about my school activities and friends			

PHYSICAL EDUCATION

<i>Level</i>	<i>Skill</i>	*	**	***
		<i>Date</i>	<i>Date</i>	<i>Date</i>
A1	 I can follow simple instructions			
	 I can read the names of sports and sports stars			
	 I can explain that I want to play a game			
	 I can name some sports and games and the equipment we need for them			
	 I can write the names of sports, sports equipment and sports stars and put these into groups			
A2	 I can follow most instructions for games			
	 I can read the main rules of the sports I like			
	 I can ask about the rules of a game			
	 I can talk about the main rules of a sport I like			
	 I can write about my favourite sport and note useful words and sentence patterns			
B1	 I can understand a television broadcast about a sport I like			
	 I can understand short newspaper reports about sport			
	 I can talk with my school friends in a natural way about the sports we play together			
	 I can give a talk about my experience of a sporting event			
	 I can write a clear explanation of the rules of a sport			

MATHEMATICS					
<i>Level</i>	<i>Skill</i>		*	**	***
			<i>Date</i>	<i>Date</i>	<i>Date</i>
A1		I can understand numbers and important mathematical words			
		I can recognise numbers and symbols in simple problems in my textbook			
		I can use numbers and some key words			
		I can say important mathematical words and numbers			
		I can use numbers and symbols to do simple examples in my textbook			
A2		I can understand explanations of simple mathematical problems			
		I can follow simple problems in my textbook			
		I can work with my friends to solve simple problems and ask for help if I don't understand			
		I can use the mathematical words I know to explain a simple problem			
		I can work through some short problems in my textbook and write down important new words			
B1		I can understand most explanations in maths class			
		I can read and understand most problems in my textbook			
		I can discuss mathematical problems and processes.			
		I can give a clear explanation of a mathematical problem			
		I can write a clear explanation of a mathematical process and note useful words and expressions			

SCIENCE SUBJECTS

<i>Level</i>	<i>Skill</i>	<i>*</i> <i>Date</i>	<i>**</i> <i>Date</i>	<i>***</i> <i>Date</i>
A1	 I can understand some scientific words and phrases			
	 I can understand labels on scientific diagrams and equipment			
	 I can use some scientific words in group work			
	 I can say some important scientific words			
	 I can draw and label a simple scientific diagram			
A2	 I can follow simple explanations using words and information that I know			
	 I can read simple texts and instructions with the help of diagrams			
	 I can answer simple questions using my textbook and talk about the language I need for science			
	 I can describe a simple scientific experiment using diagrams and my textbook to help			
	 I can write a short description of a simple experiment and make short notes in science class			
B1	 I can understand most experiments and presentations in science class			
	 I can follow written instructions for new experiments			
	 I can give my own ideas in group work and class discussions			
	 I can give a clear explanation of an interesting scientific process			
	 I can write a clear description for a science project and record new scientific words			

HISTORY AND GEOGRAPHY

<i>Level</i>	<i>Skill</i>		*	**	***
			<i>Date</i>	<i>Date</i>	<i>Date</i>
A1	 I can understand some important words in history and geography classes				
	 I can recognise key words and information in a text				
	 I can use some key words in group work				
	 I can name key words related to history and geography				
	 I can add missing information to maps, time-lines and short texts				
A2	 I can follow simple explanations if I know the main words and ideas				
	 I can find some important information in my textbook using pictures and diagrams to help				
	 I can express my ideas in group work using words from my textbook and wordlists				
	 I can talk about important people, places and events using the words and sentence patterns I know				
	 I can write short notes and information about important topics in history and geography				
B1	 I can understand most explanations and presentations				
	 I can read about interesting people and places with the help of a dictionary				
	 I can take part in group work and class discussions and give my own views				
	 I can give a short talk about a familiar topic in history and geography				
	 I can write clearly about a familiar topic, giving my own views and using different styles of writing				

ENGLISH					
<i>Level</i>	<i>Skill</i>		*	**	***
			<i>Date</i>	<i>Date</i>	<i>Date</i>
A1		I can understand some key words and phrases in English class			
		I can recognise key words and information in a short text			
		I can give short answers to simple questions in English class			
		I can say some important words I need in English class			
		I can write down new words and put missing words into texts			
A2		I can understand a short text if I know the main words and ideas			
		I can recognise different types of text and can read a short story with the help of word lists or pictures			
		I can take part in group work and ask questions about new words			
		I can give a short summary of a poem or story and say how it made me feel			
		I can write a simple letter or dialogue			
B1		I can follow a short play or presentation			
		I can understand texts we study in English class and recognise their purpose			
		I can work with my friends to make a short play and can ask about different uses and styles of language			
		I can give and explain my views about a story or poem			
		I can write a clear summary of a poem, story or film and write organised notes on a familiar text			

Dossier

This dossier contains:

- Examples of my work,
- Word lists for different subjects
- Notes to remind me about language use
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-
-
-

Organising the Dossier

It is important to organise the Dossier so that different parts can be accessed for support in class, for revision and so on. It is a good idea to put dividers between the sections.

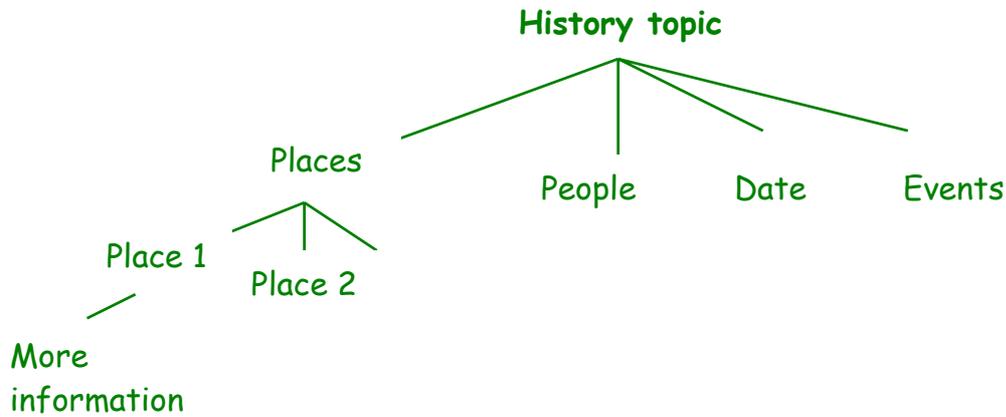
The Dossier may be organised by topic, school subject (English, History etc.) or category (vocabulary, examples of text etc.).

Dossier contents

Section	Description
<i>Example:</i> 4	<i>Vocabulary for Unit 7 - Geography</i>

Ways of recording vocabulary and information

Example 1: A vocabulary tree



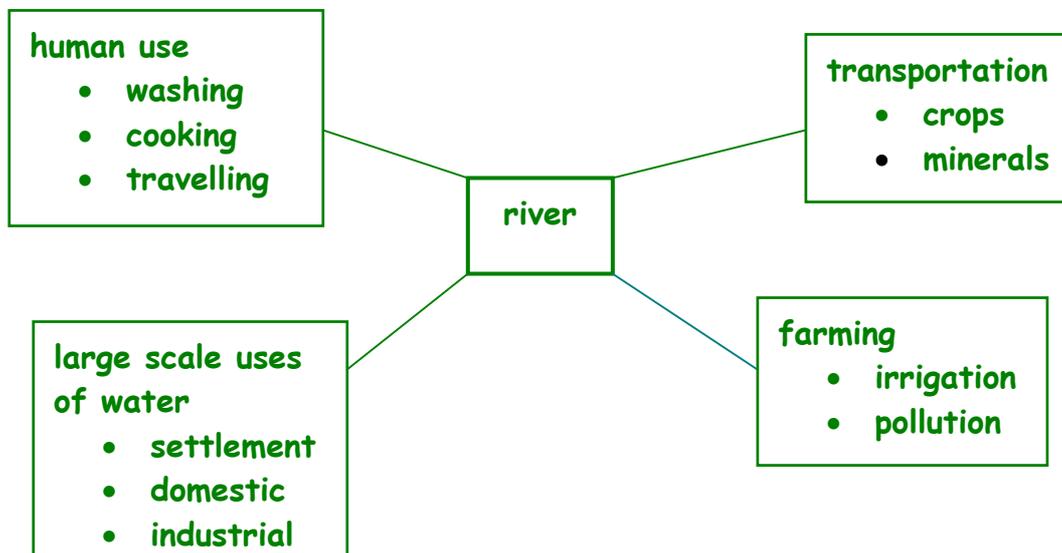
Example 2: An information grid

Topic	Main points	Important vocabulary	Page(s) in text book
<i>Rivers</i>	<i>3 stages etc.</i>	<i>valley ox-bow meander etc.</i>	15-20

Example 3: Definitions and examples

<i>meander</i>	<i>to meander: A river meanders when it is old a meander: a bend in a road or river</i>
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Example 4: Categorising information and vocabulary



This version of the European Language Portfolio (ELP) was developed by **Integrate Ireland Language and Training** for use in Irish post-primary schools with non-English speaking students who are learning the language of the host community.

The self-assessment grid of the Common European Framework of Reference (© Council of Europe) on page 6 summarizes six levels of second/foreign language proficiency from beginner to very advanced. Language support provided to non-English speaking students in post-primary education in Ireland is concerned with the first three levels (A1, A2 and B1).

This ELP was designed to reflect the English language demands of the Irish post-primary curriculum. The graded curriculum for language support is set out in the **English Language Proficiency Benchmarks for non-English speaking pupils at post-primary level (2003)**, available on the Integrate Ireland Language and Training web site (www.iilt.ie).

