

European Language Portfolio – Adult version: Revised edition

For personal and work-related language learning

Portfolio européen des langues pour adultes

Name:



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

European Language Portfolio
Portfolio européen des langues

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This model conforms to common Principles and Guidelines

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ELP VALIDATION COMMITTEE

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Introduction

What is the European Language Portfolio?

The Council of Europe has developed the European Language Portfolio (ELP), and validated models in more than 20 countries, as a means of encouraging linguistic diversity and international mobility, and promoting plurilingualism.

The ELP is a means of recording your language skills and intercultural experiences without the need for formal assessment. Although it is a European document, it is not designed for European languages exclusively: it can be used to record skills in any language, wherever you may have learnt it. The ELP also helps you to reflect on the ways in which you learn languages and what you might want to achieve in future.

Various versions of the ELP have been developed across Europe, tailored to the needs of different nationalities, age groups or types of learner. Each validated model follows common principles and guidelines, however, to ensure that your record of skills is recognised internationally.

Who is it for?

This version, the *European Language Portfolio – Adult version: Revised edition* is the United Kingdom's sole model for use by adults who have developed or are developing language skills, whether for work or social reasons. It is also suitable for students aged 14–16, particularly those who are learning a language in a work-related context. It complements CILT's *European Language Portfolio – Junior version*, which is suitable for younger learners.

The ELP is designed to be your personal property: a document that you own and continuously update. You can use it on your own or with the help of a language teacher. It is not a qualification, so it does not have to be sent to any official body for checking or endorsement.

Employers can also use the ELP as a reference document, to identify what language skills they need their employees to develop, or when recruiting new staff.

Why should I use the ELP?

Many people have language skills which are not reflected in the qualifications or certificates they have gained – simply because they have not been assessed or learned in formal education. At the same time, a little language can go a long way, so even basic levels of skills in another language can help you break the ice, build relationships, orientate yourself abroad or get more enjoyment from foreign films, music, etc.

The ELP enables you to complete the picture: to recognise and value what you can do in another language, and to record all your language skills and experiences with other cultures. Completing the ELP can be a positive, motivating experience in itself.

As well as enabling you to record your current skills, the ELP is a useful tool for developing skills through practice and experience. It helps you to think about and plan for the future – your strengths, weaknesses, what you enjoy being able to do with another language – and to chart your progress. If you want to learn a new language or improve on existing knowledge, the ELP will help you to understand your background and abilities. It will help you become aware of different learning styles, to identify which ways of learning are best suited to you, and to develop reflective practice as a language learner.

If you are looking for a job that involves languages, the ELP can complement your CV. You might, for example, take it to a job interview and show a potential employer the evidence you have gathered in the Dossier section to illustrate what you can do using another language.

The ELP is based on common principles and guidelines, and the skills levels described are based on the Common European Framework of Reference for Languages (CEFR). This means that it has validity beyond the UK and, potentially, will be recognised by employers in many different countries.

Here is what some previous users have said about the ELP:

The ELP helps me assess my own language skills and abilities, even though I don't have formal qualifications.

It's attractive to employers: it records my non-academic relevant experience, e.g. travel, overseas customer contact, etc.

The ELP allows me to record my progress since gaining my language degree and encourages me to take my languages further.

How can I use the ELP?

The ELP has three sections:

- The A5 booklet, the Language Passport, is where you can summarise your skills, experiences and achievements in languages; its format is identical across most European models for adults, so that it can be recognised easily. The UK version also contains a mapping chart so you can see how European competence levels compare to UK qualifications.
- The Language Biography allows you to explore your formal and informal language learning in more depth and to reflect on your approach to learning. It contains a section on contacts with other cultures, to help you identify and consider the intercultural skills you have developed through your experiences.
- The Dossier is a collection point for evidence of your language skills: course certificates, qualifications, witness statements and examples of work produced in another language.

There are no rules about how to complete your ELP, but here are some suggestions of how to get started:

- 1 First, read through the Language Passport. Pay particular attention to the self-assessment grid on pages 6–7. This describes language competence at the six levels of the CEFR, from Breakthrough (A1) to Mastery (C2). There are five separate language skills: Listening, Reading, Spoken Interaction (i.e. two-way or group conversations), Spoken Production and Writing. Taking one language at a time, think about which statements best describe your skills.
- 2 Next, you might find it helpful to think about where and how you learned your language(s), what you can do at the moment and what you would like to be able to do with your language(s) in future. For this, turn to the Language Biography and start building a picture of yourself as a language learner. The checklists which start on page 6 are mapped to each CEFR level. They might not all be relevant to you – just select those which are.
- 3 If you want to use your ELP to support an application for a language course or a job, now might be a good time to complete the Passport and work on building a portfolio of evidence in your Dossier. Make sure you take copies or save an electronic version, so that you can update the documents as necessary.

If you already have evidence of your skills (e.g. qualifications or certificates, letters you have written in another language, reference letters from an employer), you might find it easier to start by collating these and mapping them to the CEFR levels.

Remember, every part of the ELP is designed to give a picture of your current skills, so you should revisit and update it regularly.

Where can I get more information?

www.coe.int/portfolio

Information on the Council of Europe and ELP developments in other countries. To download the self-assessment grid from the Common European Framework of Reference in a variety of languages, select Levels from the main menu.

www.cilt.org.uk

Further information about the UK Adult and Junior versions of the ELP and the work of CILT, the National Centre for Languages. Details of resources and support for language learning and teaching throughout the UK. Information on auditing language skills for work.

www.blis.org.uk

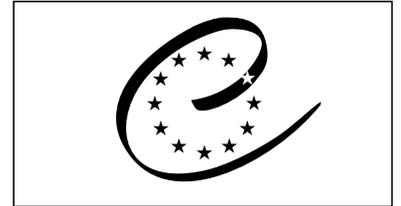
One-stop online shop for language and cultural expertise, including details of job vacancies and language courses.

www.languageswork.org.uk

Information, advice and case studies on using languages to help you in your career.

Language Biography

Biographie Langagière



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

European Language Portfolio

Portfolio européen des langues

Accredited model No 9.2001-rev.2006

How to use the Biography

This section is designed to help you reflect on your previous language learning and cultural experiences and your present motivation to continue to learning languages.

It helps you and any language teacher you may have (now or in the future) to understand your language learning background, the strategies which help you learn and what language skills you most need to learn, either for work or personal reasons.

The ELP is a personal document which is your property. The main object of the Biography is to help you reflect upon and record your own development – how you respond to language learning and intercultural situations, why this may be, ways in which you find yourself changing in the light of experience and so on.

The Biography is designed to be a dynamic document: you should refer to it regularly to chart your progress and revisit your goals.

My language background (continued)

For each language, use the boxes below to comment on your learning experience, for example:

- Reasons for learning the language
- Aspects of the learning process which you particularly enjoyed or disliked
- Aspects of learning the language which you found difficult or easy
- How the language is of use to you now and/or how it could prove useful in the future
- Whether learning the language has helped you cope with learning other languages

Language	
Comments:	

Language	
Comments:	

Language

Comments:

Language

Comments:

Language

Comments:

My current language learning

The following pages give a list of descriptions designed to help you identify in detail:

- the language skills you have at the moment.
- the language skills you would like to develop in future.

The descriptions are split into sections describing the five different linguistic skills: Listening, Reading, Spoken Interaction (i.e. two-way or group conversations), Spoken Production and Writing. They are ordered according to the six different Common European Framework of Reference for Languages (CEFR) levels, from Breakthrough (A1) to Mastery (C2), and are based on the Council of Europe's approved 'bank of descriptors'.

For an overview and further explanation, look in the Language Passport (the CEFR Self-assessment grid on pages 6–7 and the Language assessment scales – a comparison on page 16).

How to use this section

For each language you already know, you are currently learning or you are planning to learn:

- 1 Read through the five language skill sections and decide which level applies to you. (You may find it easier to look first at the CEFR Self-assessment grid in the Language Passport, to get an idea of which levels are most appropriate for you.)
- 2 Select the statements which best describe what you can do now.
- 3 Use the remaining descriptions at that level and the level(s) above to identify what sorts of things you would like to be able to do with your language skills in future.

The descriptions are designed to be used by language learners or users in a range of contexts. So you may find that some of them describe situations or activities which do not apply to you. Just select those which are relevant. For example, if you are not learning the language for work, you can concentrate on the descriptions related to personal and social activities. Extra lines have been added at each level so that you can add in your own descriptions of your achievements so far or your objectives for the future.

If you are learning a language, you may wish to discuss this with your tutor. S/he will help you identify what you will need to do to reach the level you are aiming for.

It is perfectly normal and acceptable for you to have a mixture of higher and lower levels of skill in different aspects of understanding or using a language. For example, if you have grown up with some members of your family speaking Urdu, your listening skills may be at level B2, your speaking skills at level B1 and your reading and writing skills, which you may have had fewer opportunities to practise, at level A2. In fact, depending on what you want to do with the language, you may not need or want to have equal levels of proficiency in all five language skills.

NB As with all parts of the ELP, you should be able to update this section as your language competence improves. Ensure you have enough copies of these pages to keep records of your skills in different languages and so that you can update your records.

Language:

Date

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CEFR	Listening	I do this now	I'd like to do this in future
A1	I can understand basic greetings and phrases e.g. 'hello', 'good morning', 'excuse me', 'sorry', 'thank you'.		
	I can understand simple questions about myself when people speak slowly and clearly.		
	I can understand very simple information concerning numbers and time, e.g. days of the week, months of the year, numbers, prices and times.		
	I can understand short simple instructions and directions given in clear slow speech.		
	I can understand very short dialogues when people speak slowly and clearly.		
	I can understand simple words concerning myself, my family, my immediate environment when people speak slowly and clearly.		
A2	I can understand simple phrases, questions and information relating to basic personal needs, e.g. shopping, eating out, going to the doctor.		
	I can understand everyday words and phrases relating to areas of personal interest, e.g. social life, holidays.		
	I can understand basic information about people, their family, home, work and hobbies.		
	I can identify the topic of conversation around me when people speak slowly and clearly.		
	I can grasp the essential elements of clear, short, simple messages and recorded announcements, e.g. on the telephone, at the railway station.		
	I can follow simple directions, e.g. how to get from X to Y on foot or by public transport.		
	I can identify the main topic of TV news items reporting events, accidents etc if there are accompanying pictures.		
	I can follow simple instructions and descriptions of operations related to my work, if they are supported by practical demonstration.		

CEFR	Listening	I do this now	I'd like to do this in future
B1	I can understand straightforward factual information about everyday, study or work-related topics, identifying both general meaning and specific details, provided that speech is clear and in a familiar accent.		
	I can follow the gist of everyday conversation and short narratives on familiar topics when delivered in clear standard speech.		
	I can catch the main elements of many radio or TV news bulletins, and recorded audio material on topics of personal and professional interest delivered in relatively slow, clear standard speech.		
	I can understand detailed directions, instructions and messages relating to everyday personal and work matters (e.g. travel arrangements, answering machines).		
	I can work out the meaning of unknown words from a familiar context.		
	I can understand the main points of a conversation or short presentation in clear standard speech on matters regularly encountered at work.		
	I can understand specific details and general information from routine telephone calls.		
B2	I can understand standard spoken language on both familiar and unfamiliar topics in everyday situations.		
	I can identify information, ideas and opinions in extended speech and follow complex lines of argument, provided the topic is reasonably familiar and/or related to my work and delivered in standard spoken language.		
	I can follow lively conversations with several fast speakers, although I may have a problem joining in.		
	I can grasp the overall meaning of most radio programmes and audio material delivered in standard speech and identify the speaker's mood, tone etc.		
	I can grasp the overall meaning of most films, TV news programmes, documentaries, interviews, chat shows in standard speech.		

CEFR	Listening	I do this now	I'd like to do this in future
C1	I can follow most talks, discussions and debates related to my area of work or study with relative ease.		
	I can follow extended speech even when it is not clearly structured and when links between ideas are only implied and not signalled explicitly.		
	I can easily follow complex interactions between third parties in group discussion and debate, including those on abstract and unfamiliar topics.		
	I can recognise a wide range of idiomatic expressions and colloquialisms and appreciate different styles and degrees of formality.		
	I can understand complex technical information, such as operating instructions, specifications for familiar products and services.		
	I can understand complex work-related procedures, e.g. recruitment policy, equal opportunities policy.		
	I can understand a wide range of recorded and broadcast audio material, including some non-standard usage and identify finer points of detail including implicit attitudes and relationships between speakers.		
C2	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.		
	I can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.		
	I can understand all complex technical instructions regarding a product or equipment.		
	I can understand any native speaker, given an opportunity to adjust to non-standard accent or dialect.		

Language:

Date

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CEFR	Reading	I do this now	I'd like to do this in future
A1	I can understand simple forms well enough to give basic personal details, e.g. name, address, date of birth.		
	I can pick out familiar names, words and phrases in very short simple texts.		
	I can understand very short simple greetings and messages, e.g. on birthday cards, party invitations or text messages.		
	I can pick out the information I need from catalogues, lists and posters, e.g. football league tables, film showing times.		
	I can understand words and very short phrases on common public notices, e.g. 'No smoking', 'Private'.		
	I can understand common commands, e.g. computer commands 'print', 'save', 'copy'.		
	I can follow instructions that have clear pictures and few words.		
	I can follow short simple written directions, e.g. to go from X to Y.		
A2	I can understand short simple messages and texts containing basic everyday vocabulary relating to areas of personal relevance or interest or to my job.		
	I can understand basic information in simple standard letters, documentation and faxes, e.g. hotel reservations, bills, invoices.		
	I can understand short simple messages about my work or my interests, e.g. e-mails, webchats, postcards or notes.		
	I can skim simple everyday materials for specific predictable information, e.g. use a directory to find a service, find the prices of secondhand items in classified newspaper adverts, use a menu.		
	I can understand everyday signs and public notices, e.g. on the street, in shops, hotels, railway stations.		
	I can identify key information in short newspaper/magazine reports recounting stories or events.		
	I can follow clear, simple, step-by-step instructions, e.g. for using a telephone, taking out cash or buying a drink from a machine.		

CEFR	Reading	I do this now	I'd like to do this in future
B1	I can read straightforward factual texts on subjects related to my interests or work with a reasonable level of understanding.		
	I can find and understand relevant information in everyday and work-related material, e.g. brochures, short official documents, short reports, job adverts.		
	I can follow the plot of clearly structured narratives and modern literary texts.		
	I can skim short texts (e.g. news summaries) and find relevant facts and information, e.g. who has done what and where.		
	I can scan longer texts in order to locate specific factual information.		
	I can understand standard business letters.		
	I can identify the main conclusions in clearly written argumentative texts.		
	I can follow clear, routine instructions, e.g. for a game, recipe, using equipment, or installing computer software.		
B2	I can read correspondence relating to my field of interest and readily grasp the essential meaning.		
	I can understand in detail texts directly related to my specialist personal or work interests.		
	I can understand articles on a range of specialised topics using a dictionary and other appropriate reference resources.		
	I can quickly grasp the content and relevance of news items, articles and reports on a variety of topics connected with my interests or my job, and decide if a closer reading is worthwhile.		
	I can read and understand articles and reports in which writers express opinions or viewpoints, e.g. arts reviews, political commentary, evaluations.		
	I can understand lengthy instructions (e.g. in a user manual for a TV or technical equipment), used in my work, as long as I can reread difficult sections.		
	I can quickly look through a manual (e.g. for a computer programme) and find and understand the relevant explanations and help for a specific problem.		

CEFR	Reading	I do this now	I'd like to do this in future
C1	I can read contemporary literary texts with ease.		
	I can understand any correspondence given the occasional use of a dictionary.		
	I can understand long complex instructions, e.g. for the use of a new piece of equipment, even if these are not related to my job or field of interest, provided I have enough time to reread them.		
	I can extract information, ideas and opinions from highly specialised texts in my own field, e.g. research reports.		
C2	I can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.		
	I can understand complex factual documents such as technical manuals and legal contracts.		
	I can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.		

Language:

Date

CEFR	Spoken interaction	I do this now	I'd like to do this in future
A1	I can make basic introduction, e.g. say who I am, ask someone's name and introduce someone.		
	I can use basic greetings and courtesy phrases, e.g. 'please', 'thank you', 'how are you?', 'I'm fine'.		
	I can make simple purchases, using pointing and gestures to support what I say.		
	I can ask and answer very simple questions about my place of work or study, my job, my family or interests, if I can take my time and get help from the person I am talking to.		
	I can reply to simple direct questions about personal details if these are spoken very slowly and clearly in standard language.		
	I can indicate that I understand or do not understand.		
A2	I can ask and answer simple questions about familiar topics and routine activities, e.g. weather, family, interests, times of working day, location of company departments.		
	I can address people in both informal and formal ways.		
	I can make and respond to invitations, suggestions, apologies and requests for permission.		
	I can carry out simple transactions, e.g. in shops, post offices, railway stations and order something to eat or drink.		
	I can make simple plans with people, e.g. what to do, where to go and when to meet.		
	I can express what I feel in simple terms, and express thanks.		
	I can handle simple phone calls, e.g. say who is calling, ask to speak to someone, give my number, answer a call, take a simple message.		
	I can ask for and provide simple, practical information, e.g. directions, times, dates, quantities, job roles, basic safety at work.		
	I can give or follow simple instructions, e.g. explain how to get somewhere or how to do something.		
	I can show that I am following what people say, and can get help if I cannot understand.		

CEFR	Spoken interaction	I do this now	I'd like to do this in future
B1	I can start, maintain and close simple face-to-face conversation on topics that are familiar, of personal interest or related to everyday work, with generally appropriate use of formal or informal language.		
	I can handle most practical tasks in everyday situations, e.g. making telephone enquiries, asking for a refund, negotiating purchase.		
	I can express and respond to feelings and attitudes, e.g. surprise, happiness, sadness, interest, uncertainty, indifference.		
	I can agree and disagree politely, exchange personal opinions, discuss what to do next, compare and contrast alternatives.		
	I can cope linguistically with unexpected events e.g. needing a dentist/ doctor or getting a breakdown service.		
	I can ask for and give detailed practical instructions and directions.		
	I can repeat back what is said to check if I have understood.		
B2	I can participate fully in conversations on general topics with a degree of fluency and naturalness, and appropriate use of formal or informal language.		
	I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly, providing relevant explanations, arguments and comments.		
	I can cope linguistically with potentially complex problems in routine situations, e.g. complaints about goods and services.		
	I can exchange detailed factual information on matters related to my study, work or interests.		
C1	I can join in most lively conversations with several fast speakers, even if the subject is not very familiar.		
	I can participate effectively in extended discussions and debates on complex topics of personal, professional, social or cultural interest.		
	I can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.		
	I can participate fully in an interview, as either interviewer or interviewee, fluently expanding and developing the point under discussion, and handling interjections well.		

CEFR	Spoken interaction	I do this now	I'd like to do this in future
C2	I can hold my own in formal discussions of complex issues, arguing articulately and persuasively and without being at a disadvantage compared with native speakers.		
	I have a good command of idiomatic expressions and colloquialisms with an awareness of implied meaning and meaning by association.		
	I can express myself naturally and effortlessly; I need only to pause occasionally in order to select precisely the right words.		

Language:

Date

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CEFR	Spoken production	I do this now	I'd like to do this in future
A1	I can introduce myself and say what I do very briefly and simply using set phrases.		
	I can give basic information about myself, e.g. age, address, job title, company name, family, interests.		
	I can give very short rehearsed statements, e.g. to introduce a speaker, propose a toast.		
A2	I can use simple words and phrases to describe people I know.		
	I can give short simple descriptions of events or tell a simple story.		
	I can simply describe my educational background, my present or most recent job.		
	I can give a short rehearsed presentation on a familiar subject in my area of work or study.		
	I can explain what I like or dislike about something.		
B1	I can give straightforward descriptions on familiar subjects related to my work, study or interests.		
	I can describe dreams, hopes and ambitions.		
	I can explain and give reasons for my plans, intentions and actions.		
	Given time to prepare, I can present my work colleagues, my work place and its organisation and conduct a short guided tour of my place of work.		
	I can explain simply how to use a piece of equipment or a machine.		
	I can give a short and straightforward prepared presentation on a chosen topic in my academic or professional field in a reasonably clear and precise manner.		

CEFR	Spoken production	I do this now	I'd like to do this in future
B2	I can give clear, detailed descriptions on a range of subjects related to personal, cultural, social or work issues.		
	I can develop a clear coherent argument, linking ideas logically and expanding and supporting my points with appropriate examples.		
	I can explain a viewpoint on a topical issue or work proposal giving advantages and disadvantages of various options.		
	I can give a clear, systematically developed presentation on a topic in my area of work, study or special interest, highlighting significant points and relevant supporting detail.		
	I can in detail describe technical equipment or work routines in my place of work.		
	If I do not know a word or expression I can find another way of saying what I mean.		
C1	I can give clear detailed descriptions of complex subjects in my area of work, study or special interest.		
	I can elaborate a detailed argument or narrative, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.		
	I can give a clear, well-structured presentation on a complex subject in my area of work, study or special interest, expanding and supporting points of view with appropriate reasons and examples.		
C2	I can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.		
	I can substitute an equivalent term for a word I cannot recall without distracting the listener.		

Language:

Date

CEFR	Writing	I do this now	I'd like to do this in future
A1	I can write a greeting card or simple postcard.		
	I can fill in a simple form or questionnaire with my personal details, e.g. date of birth, address, nationality.		
	I can order material, tools and other things on a pre-printed order form.		
A2	I can write about aspects of my everyday life (e.g. family, job, studies or interests, holidays) in simple linked sentences.		
	I can write very short basic descriptions of events and activities.		
	I can write very basic standard letters requesting information, e.g. about hotel accommodation.		
	I can write a simple note or letter to a friend or colleague to accept or offer an invitation, thank someone or apologise.		
	I can place simple orders and using set expressions ask about quality, price, delivery dates etc.		
	I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills.		
B1	I can write simple, clear instructions about work routines or how a machine works.		
	I can write my CV in summary form.		
	I can describe an event, e.g. a recent business trip or holiday.		
	I can write messages and very brief reports in a standard format communicating enquiries and factual information, explaining problems.		
	I can write standard letters giving or requesting detailed information. e.g. replying to an advertisement, applying for a job.		
	I can write personal letters giving news, describing experiences and impressions, and expressing feelings.		

CEFR	Writing	I do this now	I'd like to do this in future
B2	I can write clear, detailed text on a range of subjects relating to my personal interests, work or studies.		
	I can write summaries of articles on topics of general interest, or related to my job or studies, and summarise information from different sources and media.		
	I can write about my place of work, different job roles of staff and the functions of different departments.		
	I can write a short review of a film, play or book.		
	I can write an essay or report which develops an argument, giving reasons to support or negate a point of view, weighing pros and cons.		
	I can write letters and e-mails which are more or less formal, according to how well I know the person I am writing to.		
	I can write letters highlighting the personal significance of events and experiences and expressing a variety of views and feelings.		
C1	I can write fluently and accurately on a wide range of topics related to my job, studies or personal interests, varying my vocabulary and style according to the context.		
	I can write clear, well-structured texts on complex subjects in my area of work, study or special interest, underlining the relevant issues, developing a well-supported argument at some length.		
	I can write accurate formal letters that I could confidently send, without getting another person to check the language.		
	I can write detailed letters, e-mails etc, choosing phrases that subtly reflect my mood, e.g. humour, annoyance, irony, affection.		
	I can write clear, detailed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.		
C2	I can write a well-structured review of a paper or a project giving reasons for my opinion.		
	I can produce clear, smoothly-flowing, complex reports, articles or essays which present a case or elaborate an argument.		
	I can write clear, well-structured complex letters in an appropriate style, e.g. applications or requests, proposals to clients.		

My plans

Use this page to capture things you may not have been able to log using the checklists. Write down:

- 1 what you are good at in the language;
- 2 what you need to work harder on;
- 3 why you want to learn the language (e.g. for your job, for travel or for study);
- 4 what you want to achieve (e.g. to be able to write an answer to a job advertisement, to be able to chat to someone about your travel experiences, to be able to find information quickly on the Internet).

When I learn a language ...

People learn in many ways: by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorising and visualising.

You may find it helpful to reflect on your own learning styles. Each individual is different. Look at the learning styles described below and see which might apply to you.

Tick the boxes for the approaches which best describe the learning style you feel most comfortable with and add further comments. This will help you identify the best way of working to improve your language skills.

<input type="checkbox"/> I enjoy reading and prefer to see the words I am learning. I like to learn by looking at pictures and flashcards.
My additional comments

<input type="checkbox"/> I prefer to learn by listening. I enjoy conversations and the chance for interactions with others.
My additional comments

<input type="checkbox"/> I prefer to concentrate on the details of language, such as language rules and structures, and enjoy taking apart words and sentences.
My additional comments

<input type="checkbox"/> I prefer an interactive approach to learning a new language, to 'take risks' when communicating and learn from my mistakes.
My additional comments

Contacts with people and countries with different cultures

These pages enable you to describe and record previous and ongoing intercultural experiences, that is, any events or experiences which involve contacts with another country or culture, including interaction with people. Together, they form your Biography of Intercultural Competence¹.

Section 1

You can enter any interesting details of your personal history that may have influenced how you respond to intercultural situations.

Section 2

You are invited to think about what kind of a person you are in an intercultural context and what aspects of different cultures you find particularly easy or difficult to adjust to.

Section 3

A diary of intercultural encounters and experiences in which you can report what occurred and how this was valuable to you in:

- making you more open to understanding and respecting differences;
- broadening and deepening your knowledge of other cultures;
- giving opportunities to practise adapting your behaviour to different expectations.

¹ © INCA, LdV II, 2004. The INCA (Intercultural Competence Assessment) project, funded by the Leonardo da Vinci programme and led by CILT, the National Centre for Languages, distilled expertise from across the EU to create and framework and set of tools for assessing intercultural competence. For more information, see www.incaproject.org.

Section 1

My intercultural background: factors that may have influenced how I respond to intercultural situations

My family background

Travel to other countries (short term visits) for holiday or work

Time spent living abroad (long term stay)

Time spent in a multicultural community in home country

Social contacts, friends from abroad

Social contacts, friends from within multicultural community in home country

Work experience in other countries

Other factors that have helped me experience cultures other than my own

Section 2

How I see myself in intercultural contexts

These are brief notes on how you feel about various intercultural situations. Place a short comment in each topic box and, against each, tick a column conveying your feelings about this area of contact expressed on a 5-point scale:

- 1 This makes me feel very uncomfortable.
- 2 This feels strange but I make allowances.
- 3 This feels fairly normal – I have neutral feelings.
- 4 This feels quite good – I tend to be at ease.
- 5 This feels very good – I often seek out such a situation.

Here is an example of the type of answer you might give:

A Encounters with different cultures in my own country	1	2	3	4	5
Eating and drinking in other cultural contexts, e.g. mealtime procedures, menus etc. <i>Comment: Being offered a glass of strong spirit (like vodka?) with my starter salad in Bulgaria was strange at first, but I've acquired a taste for it!</i>					✓

My comments (examples personal to me under each heading)

A Encounters with different cultures in my own country	1	2	3	4	5
Eating and drinking in other cultural contexts, e.g. mealtime procedures, menus etc.					
Encountering the different customs of people from other cultures, e.g. dress, special occasions, etc.					
Encountering the different values of people from other cultures, e.g. rules, beliefs etc.					
Encountering the different behaviour of people from other cultures, e.g. ways of greeting one another, courtesies, expression of feelings etc.					
Communicating with people of different cultures, e.g. coping with their spoken language, facial expressions, hand gestures, body language etc.					
Communicating with people of different cultures, e.g. coping with misunderstandings, a different sense of humour etc.					

B Encounters with people of different cultures in their own countries or communities	1	2	3	4	5
Coping with the customs of host countries or communities, e.g. rules and courtesies that local people observe and may expect me to observe.					
Encountering the different customs of people from other cultures, e.g. dress, special occasions, etc.					
Adapting to the rhythm of life in other cultures, e.g. getting used to different mealtimes etc.					
Integrating with the customs or behaviour of host countries, e.g. beginning to use forms of greeting that are very different from my own.					

C Encounters with different cultures in the workplace	1	2	3	4	5
Clarifying areas of uncertainty about work arrangements, e.g. describing what I am used to and asking what happens in the other culture.					
Adapting to other work practices, e.g. using unfamiliar procedures to complete a work task.					
Coping with different formalities, e.g. learning new ways of showing respect to senior colleagues from other cultures.					
Relating to colleagues from other cultures, e.g. learning what they like to talk about during work breaks.					
Being aware of issues arising within a different cultural group, e.g. learning what topics seem to be avoided and what the group's views are likely to be about a current political situation.					
Building bridges between colleagues of my own culture and those of a different culture, e.g. sensing that someone of my culture has said the wrong thing and explaining the misunderstanding to both sides.					

Section 3

A continuing record of intercultural encounters

In this section you can record many kinds of intercultural experiences and encounters that you feel have helped you develop your intercultural skills.

In each record, describe what happened and how this enabled you to advance your knowledge and understanding of – or attitude to – intercultural ‘events’ (interactions with people from other cultures, etc).

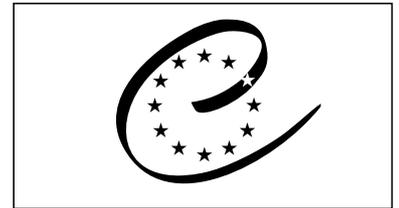
Date	Description of experience of encounter
Place	
How this influenced me (what I felt, thought or did, as a consequence)	

Date	Description of experience of encounter
Place	
How this influenced me (what I felt, thought or did, as a consequence)	

Date	Description of experience of encounter
Place	
How this influenced me (what I felt, thought or did, as a consequence)	

Date	Description of experience of encounter
Place	
How this influenced me (what I felt, thought or did, as a consequence)	

Dossier *Dossier*



COUNCIL CONSEIL
OF EUROPE DE L'EUROPE

European Language Portfolio

Portfolio européen des langues

Accredited model No 9.2001-rev.2006

Contents

Your Dossier allows you to keep any evidence you may have of your ability to use and/or understand languages. This might include certificates and qualifications; but there are all sorts of other ways of collecting evidence. Using the Dossier will help you show a potential employer or language trainer that you can do what you say you can do!

You can collect evidence in whatever way you choose; these pages simply show some examples which might help you get started.

You can arrange your evidence according to the language in question. To help you do this, this contents page allows you to allocate a section number to each language concerned.

The Dossier includes:

- the 'practical competence statement' (page D2) – a list of the tasks for which you're providing evidence. Use a 'Dossier reference number' if appropriate to identify the language and the piece of evidence (e.g. 2.4 = section 2, 4th sample);
- a title sheet (page D3) headed by a reference number (see above) for each sample of evidence you collect;
- a summary of certificates (page D4). These may be nationally recognised or issued by an institution; certificates of competence (e.g. examination certificates) or certificates of attendance (e.g. at courses, conferences etc);
- 'witness statements' (page D5) from colleagues, friends etc, who can vouch for your competence in the language.

Language

Section 1	
Section 2	
Section 3	
Section 4	
Section 5	
Section 6	

Practical competence statement

This table can be used to list typical work or other tasks which you can carry out using the language in question. You should make sure that you have assigned a level from the Common European Framework of Reference for Languages (CEFR) to each task. We have also included space to log the National Language Standards and Languages Ladder levels, in case this is helpful to you.

Description of tasks I can carry out using

(Language)

Task	Dossier reference number (if applicable)	Level of competence		
		Common European Framework	National Language Standards	Languages Ladder

Evidence sample – title sheet

Some evidence will be self-explanatory but if you wish to describe the circumstances under which the evidence was produced this page provides that opportunity. The sample might be stuck or clipped to this sheet or placed with it in a sleeve.

Language:	Sample reference number:
Task:	
Skill:	
Date of performance:	
Circumstances (e.g. purpose, location, what support was available, outcome):	

Certificates awarded – summary

Date of award	Title of award	CEFR nearest equivalent

Certificates of attendance (courses, conferences, etc)

Date of award	Title of event	Outcomes/ achievements

Witnessed competent performance statement

(Name)

has demonstrated his/her competence in

(Language)

in the following way:

This performance corresponds to Level of the CEFR in (relevant skill)

(Give nearest equivalent on the Global Scale A1-C2. See the Language Passport for details.)

Signature of witness to competent performance (if appropriate):

Name and position:

Date:

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