The European Language Portfolio in use: nine examples

edited by
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Introduction

David Little

The concept of the European Language Portfolio is at once simple and comprehensive:

- a *language passport* that summarizes the owner's linguistic and cultural identity;
- a *language biography* in which the owner captures his or her experience of learning and using second / foreign languages and encountering other cultures;
- a *dossier* that contains evidence of the owner's language and intercultural proficiency.

This combination of simplicity and comprehensiveness no doubt helps to explain the enthusiasm with which the ELP is being taken up in increasing numbers of Council of Europe member states, especially under the impetus of the European Year of Languages (2001). At the same time, even in countries where it has been extensively piloted, there are still many language educators for whom the ELP remains an abstract concept. This collection of brief reports, with illustrations drawn from the ELPs of actual learners, is designed to make the abstract more concrete.

The nine reports, which come from seven Council of Europe member states, were received in response to a general call sent by e-mail towards the end of 2001 to all coordinators of ELP pilot projects and all participants in the first pan-European ELP seminar, held in Coimbra in June 2001. The reports fall into two categories. On the one hand we have those that describe and illustrate pilot projects – from the Czech Republic, Finland, Greece, Ireland (Barbara Lazenby Simpson), Russia and Switzerland; on the other, we have reports from individual teachers on how they use the ELP in their classrooms – from France (Thérèse L'Hotellier and Elizabeth Troisgros, Déborah Mullois) and Ireland (Eilis O'Toole). The reports illustrate some of the diversity of ELP design and implementation. At the same time, they all show learners engaged with their own learning through self-assessment and the other reflective activities that underpin effective ELP use. They show, in other words, that in very different educational contexts, the ELP can support the development of learner autonomy.

Only two of the reports mention the ELP's reporting function. Teijo Päkkilä describes how at the end of the three-year pilot project in Finland school-leavers turned their "process" ELPs into "product" ELPs that they could use to display their proficiency in second and foreign languages; and Barbara Lazenby Simpson notes that the Standard Adult Passport is a most effective reporting tool for adult migrants who are seeking employment in the host community. For the rest, the focus is entirely on the ELP's pedagogical function, especially its capacity to help learners to engage with their own learning. But this is surely as it should be; for the ELP can plausibly claim a valid reporting function only when it has established itself as the preferred tool for promoting reflective language learning in mainstream education. What is more, it is likely to be widely used as a tool for promoting the lifelong development of plurilingualism and recording language and intercultural competence gained outside formal education only when it has established itself as the preferred means of reporting language and intercultural competence gained within formal education. Clearly, we are a long way from achieving these ambitious goals, but the first steps illustrated in these pages are heartening in their confidence.

These nine reports will be of interest to those already working with the ELP because they confirm a high level of unity in diversity as regards implementation and learner response. They will also be of interest to those who want to know more about the ELP, especially about how its pedagogical function can be realized in classrooms. I very much hope that readers will find the same encouragement in the reports as their editor.

The ELP pilot project in the Czech Republic

Sylva Nováková and Jana Davidová

Introduction

The ELP was introduced in Czech schools by 53 teachers. During the experimental phase from April 1999 to June 2000 it was used by 902 pupils, aged between 8 and 15. All participation in the project was on a voluntary basis.

We took part in the seminars and workshops on ELP-related issues held at the Ministry of Education, Youth and Sport and chaired by Radka Perclová, the national project coordinator. She succeeded in establishing an atmosphere conducive to much fruitful, formal and informal discussion. The majority of participants were clearly enthusiastic not only about having access to an effective teaching tool which could answer modern needs, but also about making an effort to understand the entire ELP "philosophy" and finding means of introducing it and actually using it in a classroom context. At the same time, it could also be seen that some of our fellow teachers lacked empathy for the concept, perhaps because they were too attached to stereotypical educational practices, the basic principles of which are unfortunately often in direct contrast with those underlying the ELP. A large part of this lack of understanding could be attributed to the fact that some colleagues regarded the ELP as an extra workload additional to their teaching duties. We believe that these two attitudes give a good indication of how teachers will perceive the ELP in future.

The ELP model used in the Czech Republic

The developer opted for a hard-backed ring-binder of the standard format used in schools, into which pages can be inserted. The graphic design and style of drafting are interesting and clear. The dossier part is practical: it is easy to handle for learners and enables them to keep all their papers in good condition. The version originally developed was modified (as regards certain details) in the light of experience amassed during the pilot project phase and of recommendations made by the Council of Europe's ELP Validation Committee.

It is clear that the developer principally had the ELP's pedagogic function in mind. Adaptation of the initial model therefore proved necessary to make it accessible for children up to the age of 11. The wording and graphics were simplified so as to suit children in this age group. The pilot project ELP – or rather the third version developed, which has been validated by the Council of Europe – is now targeted at learners in the 11 to 15 age-bracket. Its specific design features are as follows:

1. The ELP is closely linked to the school curriculum while allowing for children's extra-curricular activities. Learners are encouraged to seek opportunities to use languages, and respect for different cultures is inculcated.
2. All the comments and instructions in the ELP have been translated into English, French and German, with the aim of promoting foreign-language learning in our country.
3. The objectives set in the official Council of Europe documents are followed. The ELP is also regarded as an excellent means of learning to learn.
4. The ELP booklet includes a number of blank pages, which the learner can use to note what else he or she can do, according to his or her needs.
5. The "My notes" section should ensure that learners have enough room for their own thoughts about their progress in acquiring language skills.
6. Page 7 asks the question "How do I assess my language proficiency?" The learner completes a table, entering the date on which he / she succeeded in doing the language biography tasks in the column corresponding to the level attained. The following page contains an identical table, which the teacher completes in the same way but from his / her standpoint. These two pages constitute a form of mutual feedback between the learner and the teacher.

The ELP in a school context

At the 21. ZŠ Slovanská alej school four teachers of English, German and French participated in the pilot project. One has since left to join the Faculty of Education in Plzen but has

monitored the entire project and continues to work with the school on teacher training aspects of the ELP. Our present contribution will focus on use of the ELP by a primary-school class learning English.

The children have been using the ELP for almost three years now. In general, it can be seen that they are well familiar with the portfolio and regard it as an integral part of their language learning inside and outside school, doubtless because their teacher had accustomed them to self-assessment before the ELP was introduced. The proof of this lies in the ease with which they use the portfolio and their understanding of how the three parts are interlinked. The pupils bring their ELPs to school roughly once a month, but the principles are applied constantly during English classes. Given the children's age (11) and the fact that virtually no other teachers have adopted this approach, they need assistance in clarifying their ideas and expressing (or rewording) their conclusions concerning their autonomous learning process.

Some learners use the ELP intensively, while others make moderate use of it. Some concern themselves with it only when they have to bring it into school. One pupil initially rejected the ELP, but after some months followed his classmates' example. Otherwise, the materials have been well accepted by both pupils and parents. We also noted an interest in the ELP among some of our fellow teachers, who introduced other groups to the principles.

We recently asked a group of learners three questions. These questions and the learners' replies are set out below.

1. Do you find that the ELP helps you to learn foreign languages and how?

   "Yes, I can assess what I know how to do."

   "Yes, when I write down everything I can do."

   "Yes, it helps – I can assess myself."

   "Yes, it helps me to talk about myself."

   "Yes, I know where I stand."

   "No."

   "I don't think it helps very much."

2. Is everything in the ELP clear or do you need your teacher's help? If you do, what with?

   "Never."

   "I only need the teacher's help from time to time."

   "Everything in the ELP is clear for me."

   "No."

   "The ELP is perfect."

   "I understand everything." [two learners]

3. What is missing from the ELP? What would you like to improve?

   "I would like more tasks and pictures. There could be less self-assessment."

   "Work with it more."

   "I find nothing is missing."

   "More entertaining things."

   "Nothing."

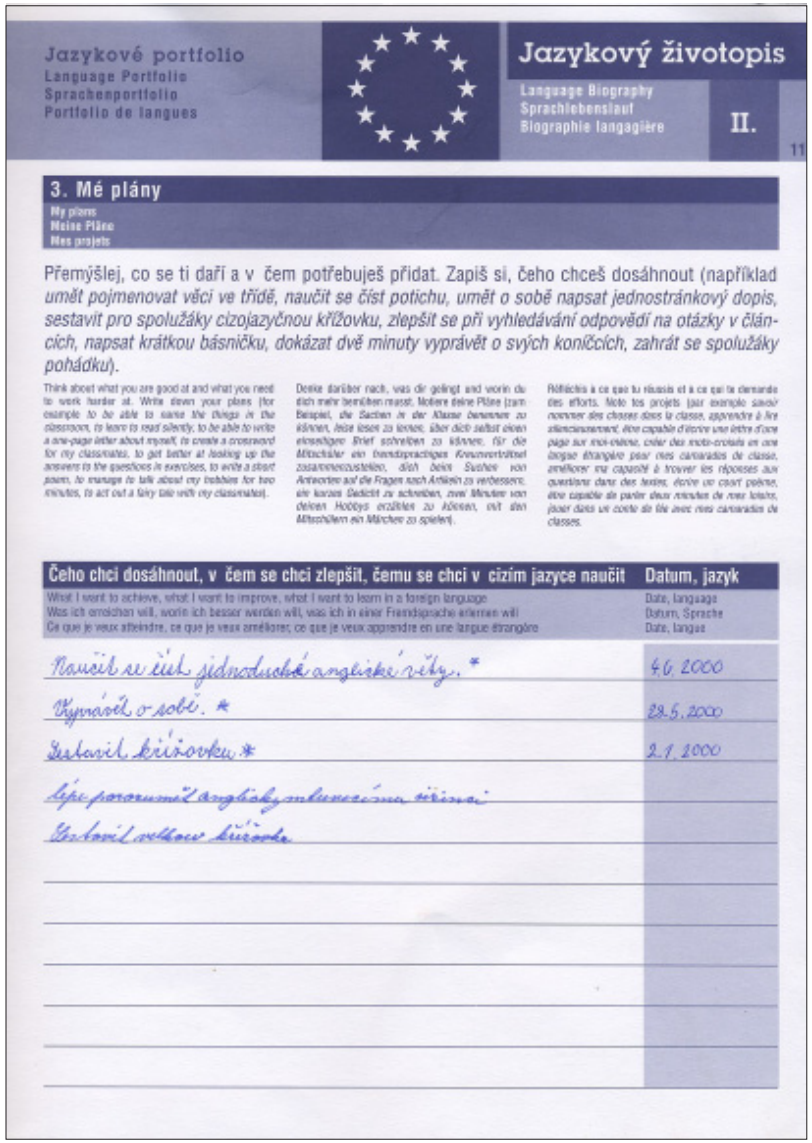
   "I like it as it is."

   "I would include a song."

These replies mostly confirm what has been said above and show an additional advantage of the ELP: young children find it entertaining, which is highly motivating for them. This means that the idea of focusing on the learner has had a favourable impact on the learning process.

Sample ELP pages

Example 1 shows a learner's checklist of learning goals: *I want to learn to read simple phrases in English; talk about myself; make a crossword; understand a foreigner speaking English; make a large crossword*. Example 2 shows a page of descriptors (level A1) and the dates when the learner judged that they had been achieved. Example 3 shows one of the dossier pages where learners can record things they can do in their target language(s). Example 4 is a learner's self-description, included in the dossier. Examples 5 and 6 show two dossier pages created on the basis of a meeting with a native speaker.



Jazykové portfolio
Language Portfolio
Sprachenportfolio
Portfolio de langues

Jazykový životopis
Language Biography
Sprachlebenslauf
Biographie langagière
II.

11

3. Mé plány
My plans
Meine Pläne
Mes projets

Přemýšlej, co se ti daří a v čem potřebuješ přidat. Zapiš si, čeho chceš dosáhnout (například *umět pojmenovat věci ve třídě, naučit se číst potichu, umět o sobě napsat jednostránkový dopis, sestavit pro spolužáky cizojazyčnou křížovku, zlepšit se při vyhledávání odpovědí na otázky v článcích, napsat krátkou básničku, dokázat dvě minuty vyprávět o svých koníčcích, zahrát se spolužáky pohádku*).

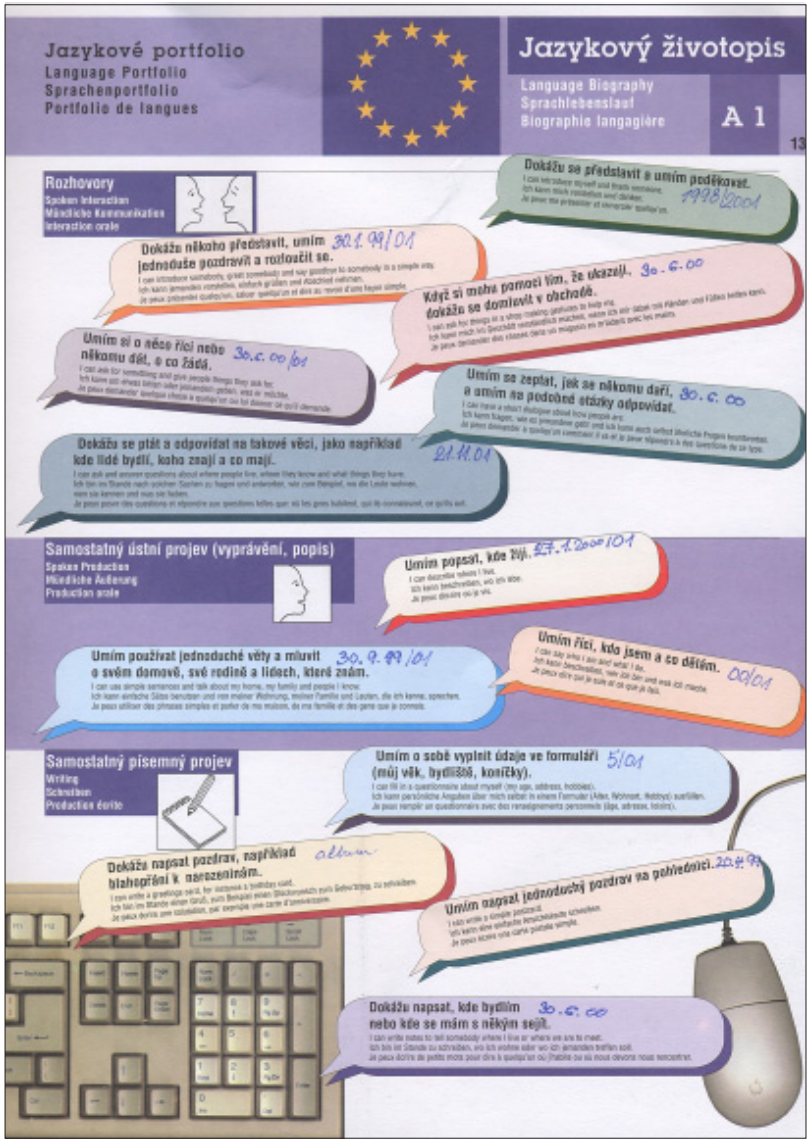
Think about what you are good at and what you need to work harder at. Write down your plans (for example to be able to name the things in the classroom, to learn to read silently, to be able to write a one-page letter about myself, to create a crossword for my classmates, to get better at looking up the answers to the questions in exercises, to write a short poem, to manage to talk about my hobbies for two minutes, to act out a fairy tale with my classmates).

Denke darüber nach, was dir gelingt und worin du dich mehr bemühen musst. Meine deine Pläne (zum Beispiel, die Sachen in der Klasse benennen zu können, leise lesen zu lernen, über dich selbst einen einseitigen Brief schreiben zu können, für die Mitschüler ein fremdsprachiges Kreuzworträtsel zusammenzustellen, dich beim Suchen von Antworten auf die Fragen nach Artikeln zu verbessern, ein kurzes Gedicht zu schreiben, zwei Minuten von deinen Hobbys erzählen zu können, mit den Mitschülern ein Märchen zu spielen).

Réfléchis à ce que tu réussis et à ce qui te demande des efforts. Note tes projets (par exemple savoir nommer des choses dans la classe, apprendre à lire silencieusement, être capable d'écrire une lettre d'une page sur soi-même, créer des mots-croisés en une langue étrangère pour mes camarades de classe, améliorer ma capacité à trouver les réponses aux questions dans des textes, écrire un court poème, être capable de parler deux minutes de mes loisirs, jouer dans un conte de fée avec mes camarades de classes.

Čeho chci dosáhnout, v čem se chci zlepšit, čemu se chci v cizím jazyce naučit What I want to achieve, what I want to improve, what I want to learn in a foreign language Was ich erreichen will, worin ich besser werden will, was ich in einer Fremdsprache erlernen will Ce que je veux atteindre, ce que je veux améliorer, ce que je veux apprendre en une langue étrangère	Datum, jazyk Date, language Datum, Sprache Date, langue
Naučit se číst jednoduché anglické věty. *	4.6.2000
Vyprávět o sobě. *	23.5.2000
Sestavit křížovku *	2.1.2000
Lépe porozumět anglickým mluveným zprávám	
Sestavit velkou křížovku	

Example 1



Jazykové portfolio
Language Portfolio
Sprachenportfolio
Portfolio de langues

Jazykový životopis
Language Biography
Sprachlebenslauf
Biographie langagière
A 1

13

Rozhovory
Spoken Interaction
Mündliche Kommunikation
Interaction orale

Dokážu se představit a umím poděkovat. 1998/2001

Dokážu někoho představit, umím jednoduše pozdravit a rozloučit se. 30.9.99/01

Když si mohu pomoci tím, že ukážeji. 30.6.00

dokážu se domluvit v obchodě.

Umím si o něco říci nebo někomu dát, o co žádá. 30.6.00/01

Umím se zeptat, jak se někomu daří, a umím na podobné otázky odpovídat. 30.6.00

Dokážu se ptát a odpovídat na takové věci, jako například kde lidé bydlí, koho znají a co mají. 21.11.01

Samostatný ústní projev (vyprávění, popis)
Spoken Production
Mündliche Äußerung
Production orale

Umím popsat, kde bydlí. 27.1.2000/01

Umím používat jednoduché věty a mluvit o svém domově, své rodině a lidech, které znám. 30.9.99/01

Umím říci, kdo jsem a co dělám. 00/01

Samostatný písemný projev
Writing
Schreiben
Production écrite

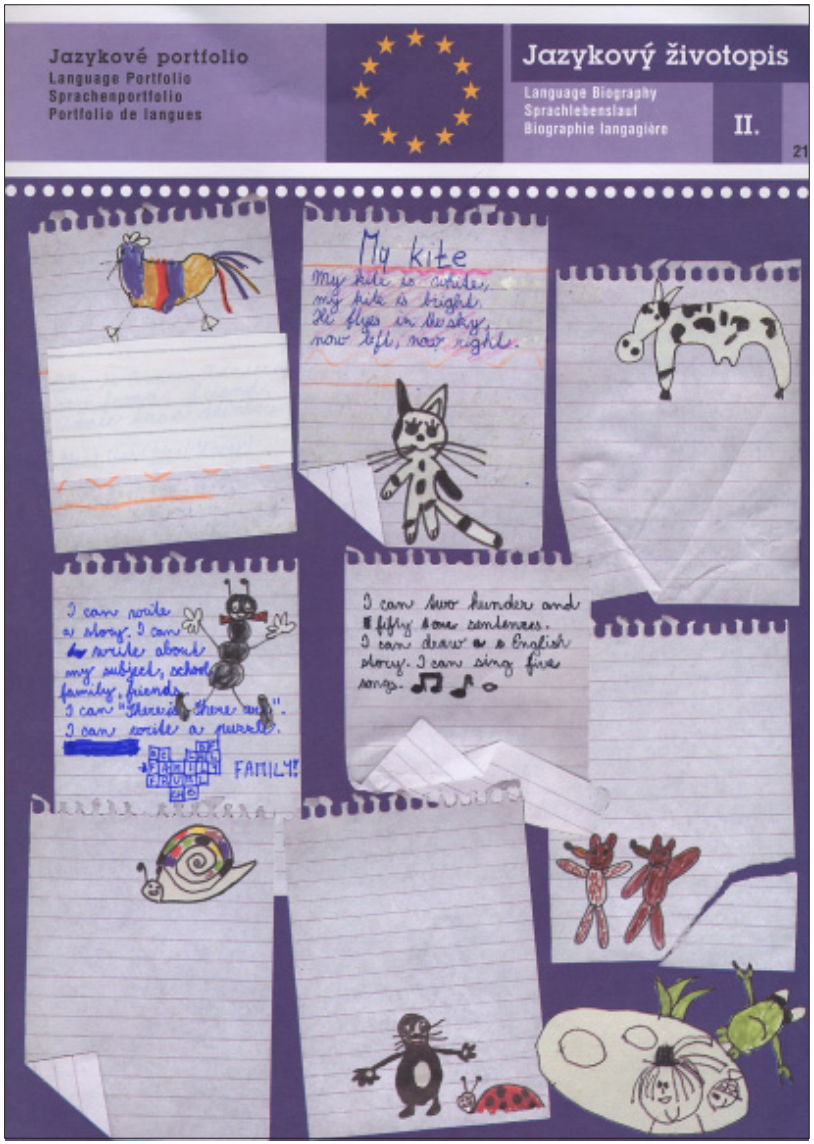
Umím o sobě vyplnit údaje ve formuláři (můj věk, bydliště, koníčky). 5/01

Dokážu napsat pozdrav, například blahopřání k narozeninám. album

Umím napsat jednoduchý pozdrav na pohlednici. 20.4.99

Dokážu napsat, kde bydlím nebo kde se mám s někým sejít. 30.6.00

Example 2

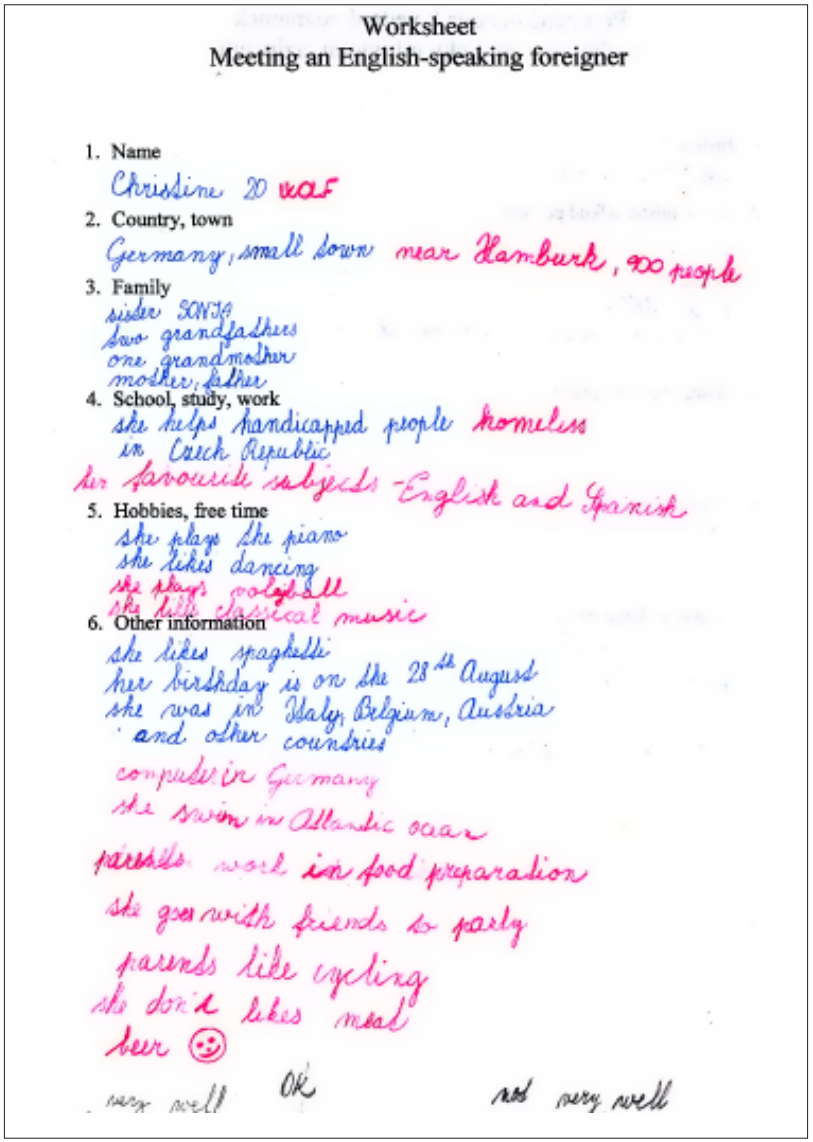


Example 3

Pomocná osnova k vedení poznámek rozhovor s anglicky mluvícím cizincem

1. Jméno
   KRISTÝNA 20 let
2. Země, místo, odkud pochází
   Germany
3. Rodina
   Sister SONJA
   two grandfathers and one grandmother
4. Škola, studium, práce
5. Zájmy, volný čas
   She playsonthe piano
6. Ostatní získané informace
   she like spaghetti
   your her birthday is in 28th August.
   she was in Mali, Belgie
   she like dancing

Example 4

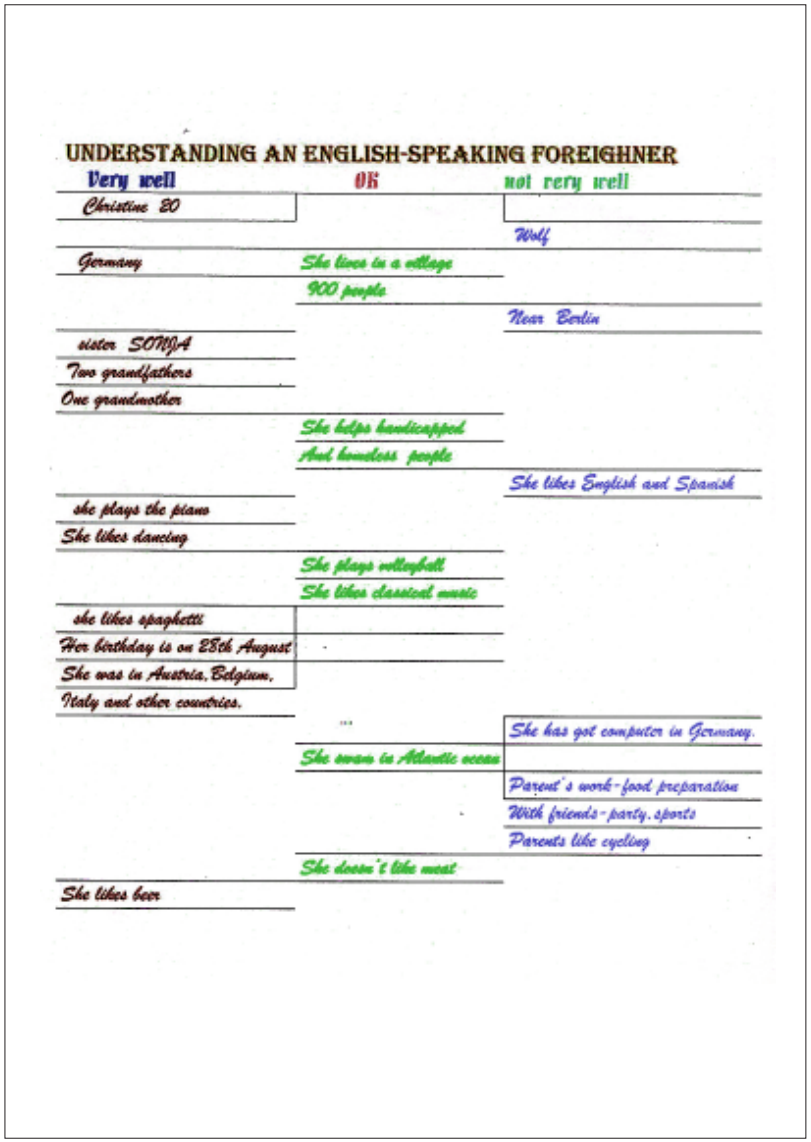


Worksheet
Meeting an English-speaking foreigner

1. Name
Christine 20 WOF
2. Country, town
Germany, small town near Hamburk, 900 people
3. Family
sister SONJA
two grandfathers
one grandmother
mother, father
4. School, study, work
she helps handicapped people homeless
in Czech Republic
her favourite subjects - English and Spanish
5. Hobbies, free time
she plays the piano
she likes dancing
she plays volleyball
she likes classical music
6. Other information
she likes spaghetti
her birthday is on the 28th August
she was in Italy, Belgium, Austria
and other countries
computer in Germany
she swim in Atlantic ocean
parents work in food preparation
she goes with friends to party
parents like cycling
she don't likes meat
beer ☺

very well OK not very well

Example 5



UNDERSTANDING AN ENGLISH-SPEAKING FOREIGHNER

Very well	OK	not very well
Christine 20		
		Wolf
Germany	She lives in a village	
	900 people	
		Near Berlin
sister SONJA		
Two grandfathers		
One grandmother		
	She helps handicapped	
	And homeless people	
		She likes English and Spanish
she plays the piano		
She likes dancing		
	She plays volleyball	
	She likes classical music	
she likes spaghetti		
Her birthday is on 28th August		
She was in Austria, Belgium,		
Italy and other countries.		
		She has got computer in Germany.
	She swam in Atlantic ocean	
		Parent's work - food preparation
		With friends - party, sports
		Parents like cycling
	She doesn't like meat	
She likes beer		

Example 6

The Finnish ELP pilot project for upper secondary schools

Teijo Päkkilä

The Finnish pilot project lasted three years, from 1998 to 2001, which allowed us to explore the pedagogic and reporting functions of the ELP through the whole upper secondary school cycle. We wanted to focus particularly on the role of the dossier and ways of linking it with the language biography and language passport through self-assessment and reflection on language and learning experience. We were also concerned to use the pedagogic function to integrate the ELP with regular, everyday classroom work. To emphasize this aspect, we began to use the notion of "portfolio-oriented language learning" with the students, to replace our previous (narrower) concept of "portfolio assessment".

Pedagogic function – reflective learning in the classroom

Learning to reflect on one's own learning plays an essential role in promoting lifelong learning as it provides the necessary tools for monitoring progress, discovering suitable learning techniques, and developing self-awareness and meaningful self-assessment. For these reasons we wanted to teach reflection skills in our pilot project. To begin with, students found it difficult to understand the significance of reflection for their language learning. However, once they became more aware of their language learning processes they realized the importance of being able to make important decisions about their learning.

One of the basic tools for teaching reflection was a simple notebook which the students used for reflecting on questions raised by their teachers. We attempted to design the questions so as to provoke the students to reflect on different aspects of their learning, occasionally even approaching familiar things from new perspectives. At the end of the first pilot year the students (and teachers) were somewhat frustrated with reflection as we had practised it. The main reason seemed to be that teachers were not able to direct their students' attention systematically to relevant aspects of the work. Another (though less important) reason was lack of coordination: students were given the same questions by different teachers.

As a result of joint planning we came up with a procedure that supported the students' growth as language learners and attempted to recognize their past experiences and future plans. We designed a number of questions that focussed on consecutive themes during the successive six-week periods of study in the Finnish upper secondary school, aiming at a meaningful progression of the themes:

- Course 1 (1st year): the student's role and responsibility as a language learner
- Course 2 (1st year): social responsibility as a group member
- Course 3 (1st and 2nd year): different personal working techniques for the student as a learner
- Courses 4–5 (2nd year): learning peer- and self-assessment
- Courses 6–7 (final, 3rd year): being goal-oriented in one's learning and life

The following quotations illustrate the development of students' reflective skills:

- What kind of language learner are you? (after Course 1)

  "Well, a language learner…during the lessons I don't usually get new things right away, but it'll come to me gradually and when I get it. I like doing some exercises. The texts are easy if they are understandable and interesting."

- Reflect on your strengths as a language learner (after Course 3):

  "My oral skills are improving all the time but there is still a lot to practise. Writing goes fine as well because we've practised it well at school. My listening comprehension hasn't worked out so well, so I'll need more rehearsing. I've studied grammar better than ever, so I hope it'll contribute to my grammar exam mark. It should go better than the previous one. I've nothing to comment on my oral production since I tend to be rather shy during lessons. One's vocabulary is never perfect but it has become a bit more extensive once again. I've tried to be more active during the lessons, nobody knows how much it has benefited me."

Reflection was regularly combined with peer- and self-assessment. We discovered, in

fact, that it was difficult to distinguish clearly between assessment and reflection as they supported each another. Learning to be more reflective in general contributed to the students' abilities to assess their language skills, to set goals for their learning and to gain a deeper understanding of the CEF. Becoming more aware of one's skills, strengths and weaknesses obviously helped to clarify the goals of learning.

The ELP as part of regular classroom practice

The ELP was always integrated with the daily work of our language classrooms. According to our approach, the dossier had a central role in the process. We also made regular use of the self-assessment grid and the CEF to set further aims for learning. The students made individual action plans on the basis of their self-assessments and reflections carried out at the end of each course. Some of the action plans were quite modest at first, depending on the students' ability to reflect on their learning. The students worked on their assignments and got individual guidance from the teachers. Teachers also provided regular written feedback in their comments on the students' progress and gave specific advice about how they might proceed. At the end of each six-week period, the students reflected on their course work by presenting their assignments and working processes either in small groups or to the whole class. The explicit tutoring clearly enhanced the development of students' reflective learning skills over the years.

The reporting function of the dossier was practised systematically. At the end of each course the students chose the assignments they wanted to leave in their dossier to be evaluated. They first presented their dossiers orally in their peer groups, justifying their choices. After that they exchanged dossiers with their neighbours and assessed each other. The assessment process was facilitated by the teacher, who gave instructions about what features to evaluate each time. Peer assessment proved to be very significant and meaningful for motivating reflective learning. Finally, having received their own dossiers back, the students reflected on their work and assessed it on their own. The dossier also included self-assessment carried out with the help of the self-assessment grid and the check-lists. It was only after this peer and self-assessment process that the teachers gave their feedback in the dossiers and guided the students' action plans further, thus facilitating their learning processes and supporting their autonomy.

The final reporting of the ELPs at the end of the school

Before leaving school the students came together for a day to summarize their ELPs over the three years of upper secondary school. The purpose of the day was to explore the potential of the ELP as a school-leaving reporting tool and to give the students an experience of how they might update their ELPs in the future on their own. They were asked to bring all the material related to their ELP work, including the relevant assignments, reflection notebooks and any other evidence of their foreign language skills.

We guided them to start the work with their language biography. They reported their biographies including the relevant socio-cultural experiences in each foreign language they knew. Then they assessed their skills in each language using the self-assessment grid and the checklists, if needed, and filled in the written self-assessment part concerning the role of the foreign language in their lives. The students found that their previous experience of regular reflection was very helpful for their work with their language biographies.

The students converted their working dossiers into reporting ones by selecting, according to the instructions given, one or two assignments in each foreign language. The task of selecting the most informative and important pieces again demanded reflective skills. We emphasized to the students that they could still change the contents of their dossiers according to the purpose for which they wished to use their ELPs. We further guided them to reflect on each assignment submitted by using the open-ended reflection form in the Finnish dossier, asking them also to outline their follow-up aims concerning the language in question.

The final document to be filled in was the language passport, which gave a summary of the information put together during the day, including the various self-assessments of language skills.

Summarizing the whole three-year period of developing and reporting on language skills in one day was an exhausting task for both the students and their teachers. However, such an intensive day gave the students a comprehensive overview of how to work with their ELP in the future and crystallized the concept of the ELP as it had been dealt with as a whole.

Oddly enough, the students didn't find the day demotivating, but they did point out that the quality of their work suffered because they had too many tasks to do. The teachers had similar thoughts about too much work but were also satisfied with how concrete the ELP became that day.

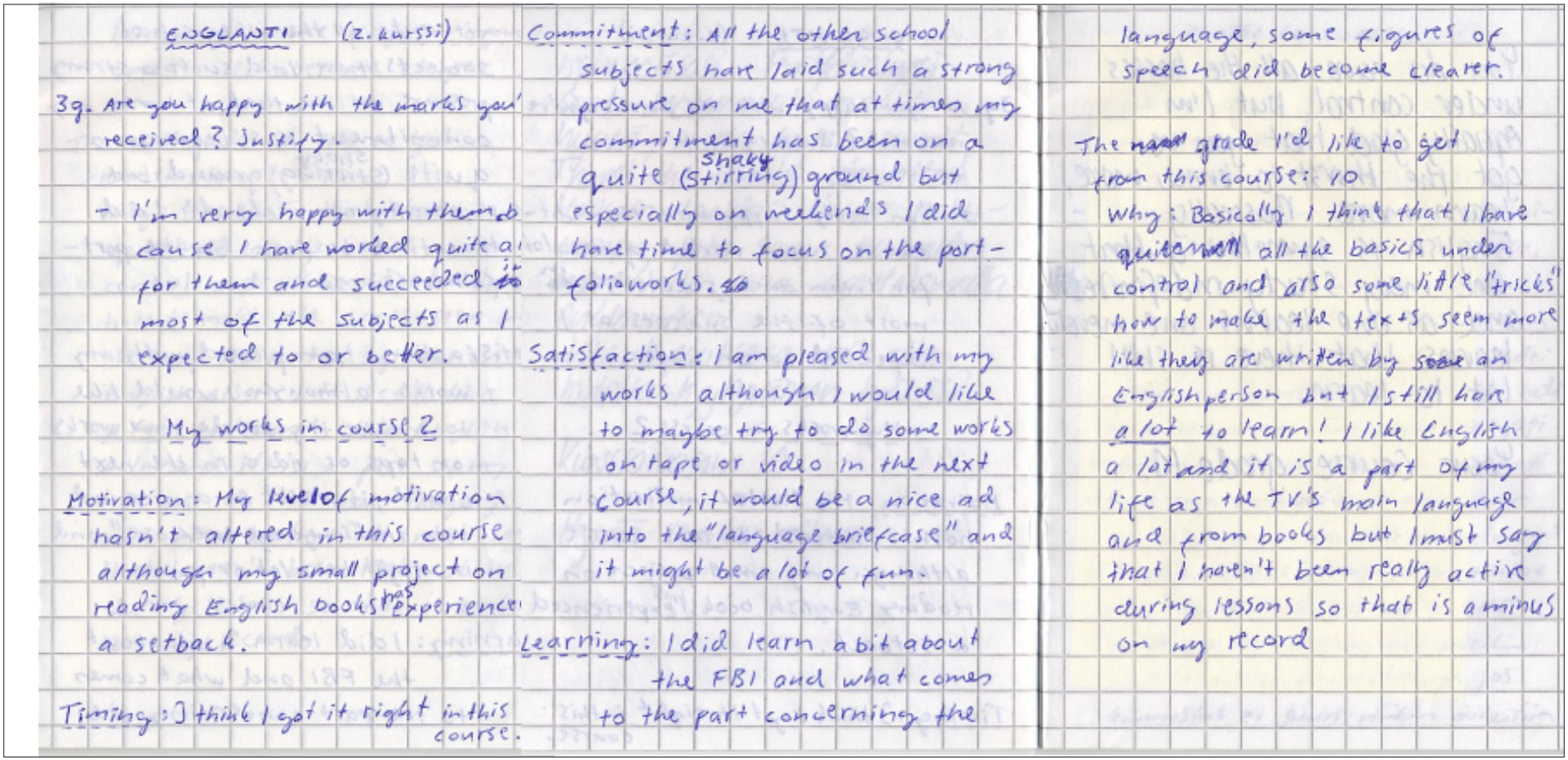
Sample ELP pages

Example 1 reproduces a learner's reflection at the end of a six-week period of learning. It shows how reflection acts as a tool to support learning, monitor progress, set follow-up aims, and develop self-awareness and meaningful self-assessment. Example 2 reproduces the teacher's feedback on the learner's reflection.

Example 3 shows peer assessment, again carried out at the end of a six-week period of learning. The English translation of the comments is as follows:

- *Your pieces of work show that you've managed to get on paper all that you wanted.*
- *You have a good command of writing long sentences. You can use very difficult words well and you complete and clarify your text with appropriate adjectives. You are good at writing factual texts.*
- *I consider the work entitled "A short look at the teenage music in the 50s, 60s and 70s" the best.*
- *Why is it the best? In fact, I didn't read the others, but this by itself was very versatile and gave me a lot of further information. Your pieces of work tell about your commitment and the pictures illustrate well the idea in the text. Very well done!*

When the students converted their working dossiers into reporting dossiers, they were allowed to retain one or two assignments in each foreign language for their final school-leaving dossiers (Example 4). An open-ended reflection form was filled in for each piece of work chosen (Example 5).



ENGLANTI (2. kurssi)

3g. Are you happy with the marks you've received? Justify.

- I'm very happy with them because I have worked quite a lot for them and succeeded in most of the subjects as I expected to or better.

My works in course 2

Motivation: My level of motivation hasn't altered in this course although my small project on reading English books has experienced a setback.

Timing: I think I got it right in this course.

Commitment: All the other school subjects have laid such a strong pressure on me that at times my commitment has been on a quite (shaky / stirring) ground but especially on weekends I did have time to focus on the portfolio works.

Satisfaction: I am pleased with my works although I would like to maybe try to do some works on tape or video in the next course, it would be a nice add into the "language briefcase" and it might be a lot of fun.

Learning: I did learn a bit about the FBI and what comes to the part concerning the language, some figures of speech did become clearer.

The grade I'd like to get from this course: 10

Why: Basically I think that I have quite well all the basics under control and also some little "tricks" how to make the texts seem more like they are written by some an English person but I still have a lot to learn! I like English a lot and it is a part of my life as the TV's main language and from books but I must say that I haven't been really active during lessons so that is a minus on my record

Example 1

You do have all the basics under control, but I'm equally glad that you've got the thirst to know more, learn more. Basically English is something that one may study indefinitely and as one learns one merely learns that there is still lot to learn.

Your course grade 10.

Example 2

Kurssi 4 Toverlarviointi 15.9.99

Yleisvaikutelma töistäsi on, että...

Det saanut paperille kaiken sen minkä olet halunnutkin tuoda esille! Hyvä

Hallitset hyvin (arvioi kaverisi kielitaidon vahvuuksia)...

Pitkien lauseiden rakentamisen. Osaat käyttää vaikeita sanoja hyvin ja täydennät ja selvennät tekstiäsi sopivin adjektiivein. Osaat kirjoittaa hyvin asiasisältöistä tekstiä!

Portfolio-töistäsi pidän parhaimpana

A short look at the teenage music in the 50s, 60s and 70s

Se on paras, koska...

Itseasiassa en lukenut muita, mutta työ oli erittäin monipuolinen ja siitä sai jopa lisätietoa. Työstäsi näkyi panostus ja kuvat olivat hyviä havainnollistamaan mistä tekstissä oli kyse! Very well done, Sini ☺

Example 3

Riitta Mettomäki 3B ENA0707

We are over 6,000,000,000

Look at the figure above and think. Do you honestly feel that 30 per cent of the earth's surface, which is 200 square miles, can manage with such an amount of people trampling on it? And it's getting worse.

Natality in Europe is going down. Youngsters will rather have a successful carreer, than share their lives with business and family. Contraceptives have also become more various. It's almost considered old-fashioned if a man buys condoms and a woman takes pills, because she can as well take a pill tomorrow, in case there is a doubt that she might be pregnant. I guess I don't even have to mention, how easy it is, to have an abortion.

At the same time the people in the developing countries do what we leave undone, doubly. Even though a big percentage of them die early for plenty of reasons, on average they have much bigger families than in Europe. But for them children aren't a barrier, which would keep them for having a life full of glamour, but a helping hand in continuos search for food.

I find it somehow ironical that there, where the odds of surviving are the smallest, people seem to have a strong belief in life.

214 words

Example 4

Työkansio

Dossier

Reflektiolomake/Reflection form

Täytä lomake jokaisesta näytekansion työstä / Fill in this form for each piece of work included in the showcase dossier.

Työ/piece of work We are over 6,000,000,000

Kieli/language English *Pvm./date* 15/10/06

Toteutustapa/type of work I searched for some facts from the Internet

Tämä työ on minulle tärkeä, koska.../This piece of work is important for me because...

I think these things my composition is about, should be discussed more than they are now. I find that it really takes a stand.

Tämä työ kertoo kielitaidostani, että.../This piece of work shows about my language that...

I can write a text containing only 200 words and have something said.

Jatkotavoitteita kielenoppimisellesi/Follow-up aims for my language learning.
Tämän työn pohjalta havaitsen seuraavia mahdollisuuksia parantaa kieli- ja oppimistaitojani/On the basis of this work, I can see the following possibilities to improve my language and learning skills:

I could learn more about how to influence the reader and about the variation in using synonyms and different structures.

Example 5

The "Portfolio attitude": using the ELP in a French technical secondary school

Thérèse L'Hotellier and Elizabeth Troisgros

To begin, it's important to say that from the word go, we have been convinced that something must "turn up", that a new approach is necessary to language teaching and learning. We teach English in a technical secondary school, and many of our students encounter difficulties in general subjects, particularly in languages. The reason for this is very simple. They don't like learning English, Spanish or German. As time passes they have become less and less motivated and more and more passive. They just wait for the teacher to put on a more or less exciting show. They are spectators not participants, and if they fail they tend to blame the teacher. We are all familiar with that excuse, yet we can't seriously believe that teachers are all bad at their job, that our text books are no good, or even that students are worse than they used to be. We have noticed that when they are given what they consider to be an interesting topic to study, they are quite capable of providing the expected answers.

So, are motivation and interest the key to success? In part, no doubt, but many students still consider that it is up to the teacher to find something interesting for them to do, and coming up with subjects likely to captivate teenagers can be a real headache. Motivation has to run much deeper. Learning can't only be sitting quietly and ingesting what the teacher sets before us. Learning requires an effort from the learner and also the possibility for the students to make choices and decisions about their learning so that they can find a real interest in what they are doing and become actively engaged in the learning process. In this ideal situation the teacher becomes a guide who accompanies and assesses learning activities with the students. But how does one reach this degree of student involvement and autonomy?

When we first received the European Language Portfolio at our school, we were all quite enthusiastic as we considered it a ready-made tool for self-assessment, which is surely one of the first steps towards learner autonomy. We duly handed it out to our classes, presented them with a few examples of how to fill it in, and then waited for the miracle to take place. After the first month, when we tried to check the results with our "seconds" during module sessions, we realized that nothing had changed. The students had seemed quite interested in the idea, but it was clear that without further involvement on our part the ELP was just going to be one more copybook which no student would open by himself.

Fortunately, at this point we were able to attend a three-day seminar with David Little on "Learner autonomy and the European Language Portfolio". Thanks to this we realized that the ELP can only come into its own when combined with a communicative approach to language teaching based on learner choice, learner responsibility for learning, and learner self-assessment. But self-assessment can only be carried out effectively once learners have become really involved in the learning process and once they have worked out for themselves what they want to achieve in their language learning. We had been putting the cart before the horse.[1] It seems to us that the ELP cannot easily be combined with classical teacher-centred methods. Autonomy really is the key word, but it has to be put into context. Learning has to become part of what the students really are.

We came back from the seminar full of enthusiasm, but the problem was how to put these new ideas into practice in the middle of a school year and within the confines of a relatively rigid system, with a text book and a set curriculum. Rome wasn't built in a day. We decided to try first with our "seconds" in modules, as it is more practical to cope with smaller groups. We also thought it would be more sensible to start with these first years in order to get them used to the method from their arrival at the lycée.

We have to admit that it hasn't been easy. This approach requires us to speak the target

1 It seems important to point out here that we found the guide to using the ELP written by David Little and Radka Perclová an invaluable source of information. To our knowledge, it was not distributed systematically in the schools in our area which received the ELP. We feel that it should have been, as it would have enabled many colleagues to understand the philosophy behind the ELP, rather than rejecting it.

language all the time. The received wisdom in language teaching in France at the moment is that the teacher should speak the target language as much as possible, but any tricky bits like grammar should be explained in the students' own language. How were we to get round things like this?

It seemed vital to try and explain to our students what we were intending to do. Thérèse L'Hotellier bravely took the bull by the horns and in English worked with her students to reflect on what effective learning meant to them and on the advantages of only speaking English. She explained to her students in English what she expected from them and why she wanted them to take more responsibility for their learning. She noticed that while she was speaking all the students were making a real effort to understand, and she emphasized that this was the only way to progress. She concluded by asking all her students to write down on a piece of paper what they thought about this and was pleased to see that there were no negative answers. The consensus was that it was difficult but worth trying.

The next step was to get students to reflect on their attitude towards learning. Thérèse L'Hotellier picked out a few striking sentences she had noted down during the seminar. She then asked her students to get into groups of three, the only condition being that the groups had to be mixed. Each group had to choose a leader who would be responsible for allotting a different task to each group member. This was seen as a first step towards responsibility and autonomy. Each group was given a sentence which they were then asked to explain and comment on in English. They worked to produce posters summarizing their ideas. They were allowed to consult dictionaries or ask the teacher for help, but the ideas had to be their own. The teacher underlined any mistakes but it was the students' task to correct them. The results were rather good. The students treated the activity as a game at first but respected the contract to speak in English. Each group had to report on its conclusions to the others, which produced quite a debate. The resulting posters were then stuck up on the classroom walls. Each group leader also typed up a copy of the group's ideas to be included in the ELP (see examples on pp.15–17).

In another session, Thérèse L'Hotellier asked her students to define what they enjoyed and what they didn't enjoy in language learning and to make a list of possible activities based on the activities they thought they would enjoy doing. She advised them to consult the ELP to get ideas about tasks which would incorporate the four skills. The activities suggested included: write a play, a poem, a story and perform it; invent a game based on the TV show *The Weakest Link*; write letters to pen-friends; chat on the web; listen to songs and find the words; watch films in English; read books; organize debates. Interestingly, this provoked a great deal of comment from other students using the same classroom. The next step will be to let students choose an activity and then link it to the ELP.

Elizabeth Troisgros took a slightly different approach. She had been working on a grammar point, the difference between the past simple and the present perfect. It was getting to the point where classically the teacher summarizes what has been covered and writes it on the board for all the students to copy. Instead of doing this Elizabeth Troisgros asked the students to work in groups and produce their own grammar lesson on a poster, using their understanding of what we had done together and their text books as an extra resource. The only guideline was that they were doing this "lesson" for all the other students in the class, so it had to be as clear and complete as possible. Every single group produced a poster which was more or less complete according to the students' level; but what was remarkable was that most of them contained correct information. In the next session they had to exchange posters so that other groups could correct them if necessary. In the meantime some groups had even gone away and typed their posters onto A4 paper, which they asked their teacher to copy and distribute to every member of the class. After time for correction, they copied their group's "lesson" and put it into their ELP dossier as an example of their first autonomous production. The activity was used as a springboard to talk about the autonomous approach, with most of the students agreeing that they had felt very involved in this activity and hadn't felt as if they were "studying grammar".

The feedback from these activities was very positive and seemed to foster a good group spirit, but how could we go further? We decided that the first step should be to create a different and more flexible linguistic environment. Our timetables were organized so that we were both teaching our two "second" classes in modules at the same time. We obtained the use of a very large classroom di-

You can do anything during the English Class...

do	don't
- do your homework during your free-time - listen to English music and study it - do funny and interesting activities	- dont speak French during the English Class - don't sleep in class - dont be absent-minded *during the lesson* .

the only way to progress is to get into the language

It's more pleasant to use the English language, when use like the activities and when we choose it. In the future, you will like the language and the activities because you will use English more often and it will give you more proficiency, you will have pleasure when speaking.

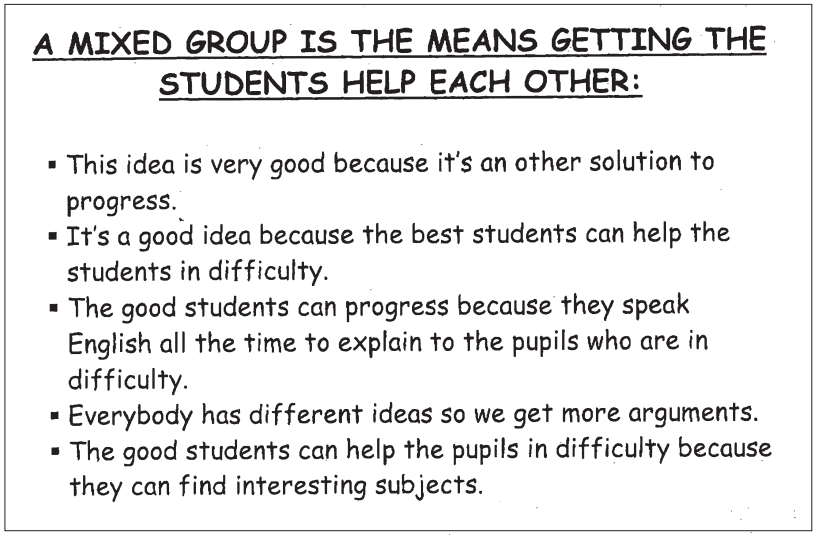
Consequence:

You will be able to speak easier with English pen friends or with any people in différent counties when you go on holiday.

-You choose the activity -You like doing it and you speak English -You make progress -It gives you more proficiency

A MIXED GROUP IS THE MEANS GETTING THE STUDENTS HELP EACH OTHER:

- This idea is very good because it's an other solution to progress.
- It's a good idea because the best students can help the students in difficulty.
- The good students can progress because they speak English all the time to explain to the pupils who are in difficulty.
- Everybody has different ideas so we get more arguments.
- The good students can help the pupils in difficulty because they can find interestinq subjects.



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ITS ONLY BY SPEAKING ENGLISH THAT YOU CAN PROGRESS

- I think it's a good idea, but it's important to, keep a written track too.
- In my opinion, speaking English will help me to memorize the vocabulary.
- To my mind, it's the only way to learn and to speak better.
- It seems to me it's a good idea to-work in autonomy.
- As for me, it's the only way to find more ideas.
- From my point of view, it's a very good idea but it's very difficult for me, but it's worth trying.

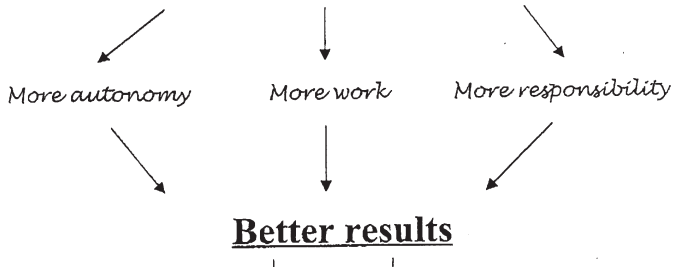
To make progress, you have to be conscious that you are responsible for your learning.

To be responsible you must:

- *Learn English lessons and irregular verbs.*
- *Watch English T.V.*
- *Read books in English (Comic strip, Novel...)*
- *Participate in class, answer the teatcher's questions.*
- *Learn lessons at home for 1 or 2 hours.*
- *Speak with English students on the Internet*
- *Translate the difficult vocabulary with the help of dictionary.*
- *Listen to English music on the radio.*
- *Use the Portfolio.*
- *Have an English penfriend.*

If you are responsible, you make progress in English.

Consequences of this new attitude



TO MAKE PROGRESS, YOU HAVE TO BE CONSCIOUS THAT YOU ARE RESPONSIBLE FOR YOUR LEARNING

If you don't work at school you can't say that the teacher is responsible because you are responsible .

You don't work for your teacher but for yourself .

You have be aware ~~of~~ your own responsibility but you must work too to make progress .

To be responsible, it's to be free !

vided by a partition so that we could create a large space to work with two groups at the same time. After raiding the school cellars we found a number of cupboards and storage cases which we filled with a large selection of different activities concerning written comprehension, oral comprehension, oral expression and written expression, all based around grammar points and functions and notions on our programme. A certain number of these activities were suggested by the students as being things they enjoyed doing; for example, games or a comprehension exercise based on listening to a song. We also provided material of varying difficulty so that students could work at their own level. We persuaded the headmaster to have the room redecorated, but we allowed the students to bring in any posters or maps or documents to stick on the walls. We are lucky as we already have a language lab and a computer room with 15 computers with Internet access and the CD English course *Tell me more*, all in close proximity to our big teaching room. However, our major investment has been time rather than money.

So how does our system function in practical terms? Within the constraints of our programme, it seems difficult for the moment to let the students decide for themselves which points of grammar or functions they want to study, but we leave them free to choose how they will reach the objective which we have defined together. Each student has an individual progression sheet on which he or she notes the activities that have been chosen with the date and individual assessment: "I can do this correctly with a lot of help / some help / no help" – the aim being to transfer these assessments periodically to the ELP.

The problem we noticed at first was that students automatically headed for written exercises, so we agreed with them that each student will undertake to do at least one activity from each of the four skills, within a certain number of sessions. They also all tend to want to use the computers or the language lab, so we have to keep a check on this. One teacher stays in the big classroom with a group while the other goes with students to the computer room or the lab. It isn't possible to have all three rooms running at the same time.

It is too early to comment on the results we are obtaining, but we feel the initial work has been worthwhile as our classes look forward to these sessions and are very keen to speak English with the American assistant. These are small signs and modest beginnings, but the students feel that we are taking their wishes and difficulties into consideration and they enjoy interacting and correcting each other. It is difficult because we have to really insist that the students speak English all the time, but after only two weeks of this new way of working we have noticed better comprehension and a more attentive attitude in class.

The classroom has become a new environment where the students naturally switch over to English. It is a gradual process, but well on the way to becoming an accepted fact among the students. They now speak in a more natural way, as if they were conversing with an English person rather than a teacher. We hope we will be able to transform English learning from a chore into something they really want to do, because they can see they are making progress and because they are capable of analysing their own progress. For us this sums up the "Portfolio attitude".

Using the ELP to plan and evaluate language learning: an example from a French secondary school

Déborah Mullois

This article summarizes how the ELP was used to plan and evaluate the writing of a detective story as a whole-class project. The students concerned had been learning English for two and a half years.

1. Half of the group played a game called "It might have been murder" (No.6-3 in *Activity Box*) with the assistant. It's a game of deduction similar to *Cluedo*. The other half of the class stayed with the teacher and talked about a man arrested by the police (in *TOP*, Unit 4, p.33). After 25 minutes the groups swapped. They were given a "descriptions quiz" for homework.

   The ELP checklists were used for self-assessment: spoken interaction (A1-A2, §§2, 3, 5) and listening (A1-A2, §§4, 5)

2. The pupils played bingo with part of the story the teacher had cut out and laminated. The pictures and texts were extracts from the book *Detectives from Scotland Yard* (Longman Structural Readers, Stage One). For this game, one pupil reads a paragraph aloud to three others, who have to find the corresponding picture on a grid of six.

   ELP checklists were used for self-assessment: listening (A2-1, §§2, 5, 7, 8, 9 and A2-3, §3)

   For homework pupils had to read the complete book and fill in a page of questions about it (Example 1)

   ELP checklists were used for self-assessment: reading (A2-2 and A2-3, §1)

3. We discussed in English how the pupils should go about writing their story and they made two posters summarizing the different elements necessary to make a good detective story and the different stages in the process (Example 2)

   Nothing was found in the ELP checklists to support self-assessment

4. Each group of four pupils invented the characters of their story: a detective, a victim, a witness, and two or three suspects (one guilty). They were asked to draw them and give a written description of each (Example 3).

   ELP checklists were used for self-assessment: written production (A1)

   Homework was to write a letter about themselves to their English pen-friend (all pupils have one) (Example 4).

   ELP checklists were used for self-assessment: written production (A2-3, §1,3)

5. The pupils constructed their plot and were asked to present it in a grid (Example 5)

   ELP checklists were used for self-assessment: written production (A1)

6. The pupils wrote a summary of their story. The teacher gave no instruction concerning the tense to be used. Some wrote very short sentences (Example 6), while others wrote one long paragraph, either in the present tense (Example 7) or in the past (Example 8).

   ELP checklists were used for self-assessment: written production (A1 and A2, §2 or A2-3, §§4, 5)

7. The summaries were read to the class. This took 50 minutes.

   No self-assessment was made

8. The pupils' next task was to compose the dialogues between the detective and the suspects. Some were written in the present tense (Example 9), some in the past (Example 10)

   ELP checklists were used for self-assessment: written production (A1, §1 and A2, §1)

   For homework pupils had to complete unfinished dialogues.

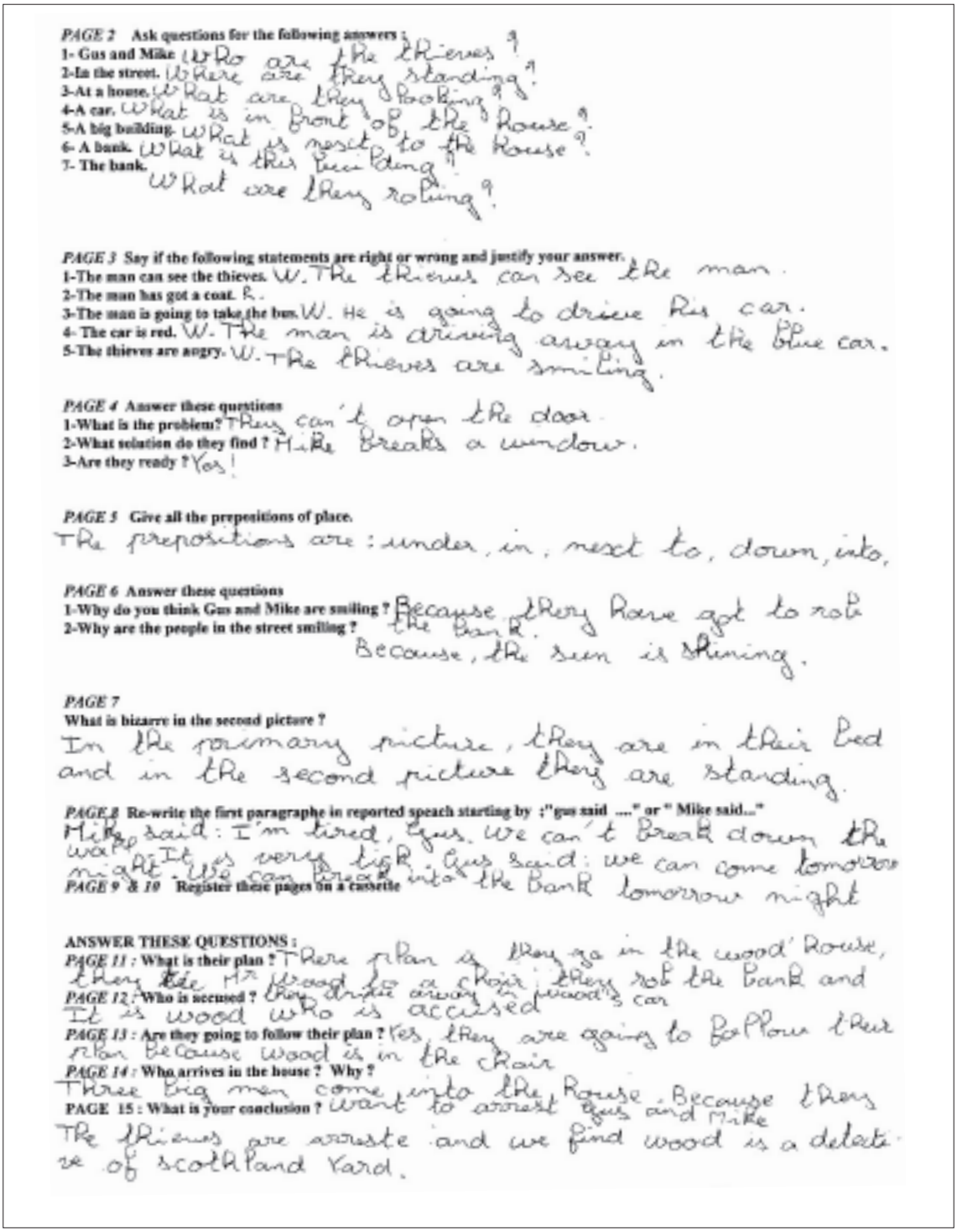
Further steps to be undertaken:

- Write the different chapters of the story
- Print it
- Record it
- Act it in a play
- Make up a test:
  1. Find the title
  2. Fill in the gaps
  3. Put things in the right order

4. Describe characters
5. Write the ending of a story

- Another test might be:
  1. Reading comprehension
  2. Right or wrong? Justify
  3. Put in the past tense
  4. Link pictures and sentences
  5. Give the answers to these questions

- Self-assessment:
  What have you learnt to understand, say, read, write?
- Read the more advanced *Sherlock Holmes Short Stories* (OUP) and do all the pre-reading activities and tests.



PAGE 2 Ask questions for the following answers :
1- Gus and Mike. Who are the thieves ?
2-In the street. Where are they standing ?
3-At a house. What are they looking ?
4-A car. What is in front of the house ?
5-A big building. What is next to the house ?
6- A bank. What is this building ?
7- The bank. What are they robing ?

PAGE 3 Say if the following statements are right or wrong and justify your answer.
1-The man can see the thieves. W. The thieves can see the man.
2-The man has got a coat. R.
3-The man is going to take the bus. W. He is going to drive his car.
4- The car is red. W. The man is driving away in the blue car.
5-The thieves are angry. W. The thieves are smiling.

PAGE 4 Answer these questions
1-What is the problem? They can't open the door.
2-What solution do they find ? Mike breaks a window.
3-Are they ready ? Yes !

PAGE 5 Give all the prepositions of place.
The prepositions are : under, in, next to, down, into,

PAGE 6 Answer these questions
1-Why do you think Gus and Mike are smiling ? Because they have got to rob the bank.
2-Why are the people in the street smiling ? Because, the sun is shining.

PAGE 7
What is bizarre in the second picture ?
In the primary picture, they are in their bed and in the second picture they are standing.

PAGE 8 Re-write the first paragraphe in reported speach starting by :"gus said ...." or " Mike said..."
Mike said : I'm tired, Gus. We can't break down the wall. It is very big. Gus said : we can come tomorrow night. We can break into the bank tomorrow night

PAGE 9 & 10 Register these pages on a cassette

ANSWER THESE QUESTIONS :
PAGE 11 : What is their plan ? There plan is they go in the wood' house, they take Mr Wood to a chair, they rob the bank and
PAGE 12 : Who is accused ? they drive away in wood's car
It is wood who is accused
PAGE 13 : Are they going to follow their plan ? Yes, they are going to follow their plan because wood is in the chair
PAGE 14 : Who arrives in the house ? Why ?
Three big men come into the house. Because they want to arrest Gus and Mike
PAGE 15 : What is your conclusion ? The thieves are arreste and we find wood is a detective of scotland yard.

Example 1

How to write a detective story

1) The plot

you must decide the answers to these questions:

Who? killed / murdered | the victim(s) (2-3 suspects)

Where? decide | where and how | the victim is discovered

Why? 2 or 3 possible motives (jealousy, revenge, money, ambition, bad conscience)
↓
a disturbing witness

When?

How? weapons
accident
was the crime hid/done disguised

N.B. Mix up the tracks
N.B. Choose a point of view, the detective, the suspect, witness...)

Stages

① invent the characters

② build the plot with all the necessary elements.

③ write the summary

④ present the texte to the class

⑤ write about | the finding out | the investigating | (dialogue)

⑥ how to | start the story

- somebody in everyday life discovers the body
- a few details about the guilty person

⑦ invent
maintain the suspense

Example 2

Suspect 1

Name : Hermes

Surname : James

Age : 49 years old

Portrait : He is small. He is bald
He has a beard and bad scar.
He is married. He is a dealer
and is crazy.

Example 3

Friday, January 25th

Perrine Bignon
Saint Laurent du Mont
14340 CAMBREMER
FRANCE

Dear ...

I am Perrine, I am 13, I have got two legs and two arms and I am your penfiend. I live in St Laurent du Mont from 15 minutes to Lisieux. Every morning I take the bus and I must get up very early ! I live with my parents and my brothers in a big house, in a farm. My father is cider grower and my mother is English teacher, she can help me in English, It is very good ! I like art, music, sport and go out with my friends to the swiming pool or the cinema.

I am a cool girl, I love laugh, sometimes my friends say I am crazy !

At school, I like Sport, Art, spanich and ... English of course!

I am very impatient to meet you and your family to go in your house and in your shool.

And you, What do you like ?
What are your friends?
Where do you live, in the city or in a farm ?

See you soon ...>

Perrine

Example 4

	murderer	confederate	confederate	witness	victim	detective
5 characters	a small woman 28, don't married, cooker	a tall man 42, sejared Bookseller, one children	a big and tall man, 40, sejared, five children writer	a tall and beautiful woma 25, married, two children doctor	a small and long hair, ma 32, married two children glazier	a tall and thin woman 27, don't maried, detective
Weapon	dagger			massacre		
place	a wood in England					
time	Sunday, May 25th					

Example 5

Summary

A woman comes back of her midnight supper and she's stabbed. Jenny, a student, sees the felony by far

---

The detective William Abbeway looks for the murderer. The two suspects are :

- James Hermes and
- Georges Booney

The specialists find a hair in the place of felony they deduce who is the murderer.

Example 6

Charles Yonn is discovered Marilyn Cooper in her garden on Monday, February 15th at 15:32.

The detective Mike WINE finds a bus ticket (he belongs to Andrea Nowli), a wallet (he belongs to Peter WATSON) and a passport (he belongs to James Lowrac). Charles Yonn see the crime in the night but he isn't see the murderer.

Mr Wine is going to Andrea Nowli. He finds a pillow with bites in the dustbin. Then he is going to Peter Watson. He doesn't find anything. Then he is going to James Lowrac. He is finding a flat of the poison in the chimney. He arrests Andrea Nowli and James Lowrac. Andrea Nowli is solicitor. She is accomplice but it's James Lowrac the murderer.

Andrea Nowli will be arrested 8 years and James Lowrac will be arrested 20 years.

They killed Marilyn Cooper because she wanted to denounce Andrea and James because they were robbers.

Example 7

The witness went to search her bread. She passed near the dustbins next to the bakery and she saw an arm who rustriped the dustbin and she called the police. The police searched signs and the police found a very rare french stamp. The analysed the stamp and it found print of Jack, a pickpocket and the saliva of Melinda, a hairdresser. The police made autopsy and they found the name of the victim: Mark, and he was a doctor. The inquiry began and she asked the hairdresser who denied and she said the cigar come from of a French friend, but someone has stolen her cigar, that she began to smoke it, by a pickpocket. And this affirmation could be right because they found the print of a pickpocket! They asked the pickpocket, he said that he gave the cigar at a man but he didn't say the name of this man. Sauf, in the pocket of the pickpocket, they found one thing...

Example 8

Detective and Suspect 1

Detective = Whats your name?
Suspect = James Hermes.
Detective = How old are you?
Suspect = 43 years old.
Detective = What is your job?
Suspect = I don't have job.
Detective = Where are you the night of 24 december at 1:00 hour?
Suspect = I was in my home.
Detective = Do you have witness?
Suspect = No, I was only.
Detective = Do you know the victim Jenny Williams?
Suspect = No, I don't know.

Example 9

The dialogue betweem the detective and the suspect

D : detective
H : Melinda, the suspect

D : What did you do im the might of 16/04/04 betweem 2:00 ar 3:00 am ?
H : I slept im my home.
D : Who did you sleep with ?
H : With my husband.
D : O.K, do you knew Mark Byme ?
H : No, I don't.
D : Do you go sometimes at the bakery "Butterfly" ?
H : No, I don't
D : We are going to ask your husband.
H : If you want.
D : Thank you very much. Good bye
H : O.K, bye.

Example 10

The ELP pilot project in Greece

Evagelia Kaga-Giovoussoglou

Organisation of the pilot project

- Educational sector: lower secondary school (12–15 years) and upper secondary school (15–18 years)
- Number of learners: 500 up to September 2002; 1,000 from November 2002
- Number of teachers: 5 up to September 2002; 18 from November 2002
- Number of state schools involved: 15

Languages involved

- French, English, German

Co-ordination

- Evagelia Kaga-Giovoussoglou, Greek national co-ordinator for the ELP project, Adviser at the Pedagogic Institute, Athens

ELP model used during the pilot project

- A 30-page file in A4 format comprising three sections: the passport, the language biography and the dossier, in two languages (Greek and French).
- The ELP is based on the Common European Framework of Reference, levels A1, A2 and B1.
- The descriptors presenting linguistic tasks are adapted to the learners' age and language proficiency (research was carried out in the field to adapt the descriptors to Greek educational realities). There are three self-assessment checklists per descriptor.

The principal aims of the Greek model

- Motivate learners with a view to diversified, life-long language-learning at all levels.
- Develop ability to live in a multilingual, multicultural Europe.
- Assess and enhance partial abilities, not recognised by official diplomas (for instance intercultural skills)

General objectives

- Foster mutual understanding and tolerance between communities having different languages and cultures (intercultural awareness)
- Promote autonomous language learning
- Make learners grasp foreign languages' usefulness
- Inculcate language and socio-cultural knowledge management skills
- Use foreign language knowledge to raise awareness of the links between modern languages and / or vice-versa
- Help learners to distinguish different language levels

Specific objectives for learners

- Encourage learners to develop the ability to communicate in different languages at all social levels
- Develop learner strategies for good linguistic and socio-cultural knowledge management
- Help learners to perform self-assessments so as to determine their learning needs and priorities
- Learning to plan their learning process and setting personal progress objectives
- Adapting to reflective learning
- Developing "learning to learn" skills

Specific objectives for teachers

- Assessing implementation of defined objectives
- Appraising their own teaching approach through the self-assessment checklists completed by learners
- Being able to introduce pedagogic innovations through negotiation with learners
- Monitoring development of learners' language and thinking skills throughout the teaching process, including those acquired in previous years
- Making it possible for teachers to focus on the main points raised by learners with a view to organising their teaching

Brief comments on the chosen examples

- Although the pilot phase is very short, the overall results so far have been positive.
- The teachers involved in the pilot project acknowledge that the ELP helps them to plan their lessons, to present teaching / learning objectives in an accessible, moti-

vating way and to manage their time. They regard the ELP as a tool which facilitates interaction between learners within a group, the application of different teaching approaches and the introduction of self-assessment and instructive co-assessment procedures.

- Most learners state that the ELP encourages them to think about their own learning process and to develop strategies for acquiring communication skills. They think that it helps them to identify their strengths and weaknesses, to improve their performance and rectify their errors. They can determine their learning needs and understand the hows and whys. Many learners consider that the ELP is an encouragement to learn several languages and to approach other cultures.

Learners' comments on the ELP

"The portfolio helps me to become aware of my abilities and to improve where I need to. I like it because it is a very useful tool for learning foreign languages."

"The portfolio helps me to develop my abilities and to practise my knowledge of foreign languages."

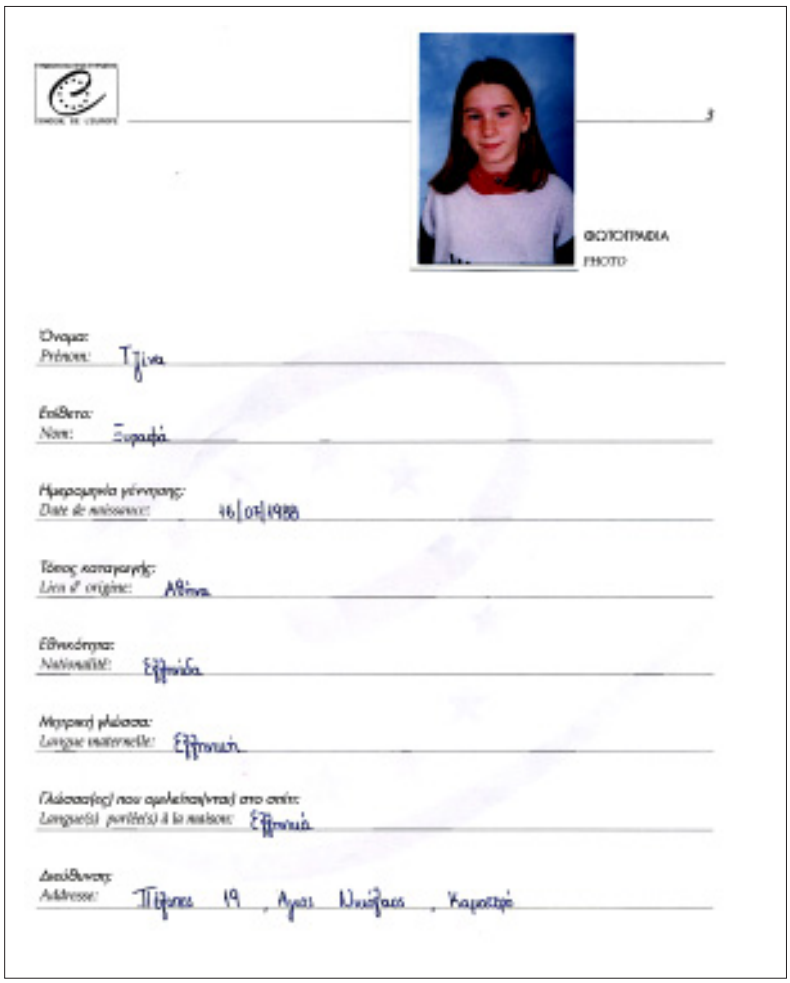
"The portfolio helps me to improve my understanding of written texts."

"I like the portfolio because it helps me to reflect on my learning."

"The most interesting thing for me is when I fill the dossier."

"The most boring thing is when I have to reflect on my objectives and fill out the self-assessment lists."

"For me the portfolio is an enjoyable game."



Διαβατήριο γλωσσών
Passeport de langues

Το Διαβατήριο Γλωσσών περιλαμβάνει:

1. Σπουδές στις γλώσσες: 1α. Γλώσσες που διδάσκεσαι μέσα στο σχολείο.
   1Β. Γλώσσες που μαθαίνεις εκτός σχολείου.
2. Ένθετο φυλλάδιο με τίτλο «Διαβατήριο γλωσσών».
3. Πιστοποίηση γλωσσομάθειας. Δπλώματα. Βεβαιώσεις παρακολούθησης.
4. Άλλους τρόπους εκμάθησης γλωσσών και προσέγγισης μη οικείων πολιτισμών.
5. Εκτίμηση από τον ίδιο το μαθητή των γλωσσικών ικανοτήτων του στις ξένες γλώσσες.
6. Εκτίμηση από το διδάσκοντα της τάξης των γλωσσικών ικανοτήτων του μαθητή στις ξένες γλώσσες.
7. Εκτίμηση από το διδάσκοντα της ξένης γλώσσας εκτός σχολείου των γλωσσικών ικανοτήτων του μαθητή, στις ξένες γλώσσες.

Le passeport de langues contient:

1. *Etudes de langues* 1a) *Langues que tu as suivies à l' école.*
   1b) *Langues que tu as suivies en dehors de l'école.*
2. *Petite fascicule intitulée "Passeport de langues".*
3. *Certification de langues. Diplômes, Attestations.*
4. *Autres manières d' apprentissage de langues et d'approche d'autres cultures.*
5. *Appréciation des compétences langagières par l' apprenant lui-même.*
6. *Appréciation des compétences langagières de l' apprenant par l'enseignant de la classe.*
7. *Appréciation des compétences langagières de l' apprenant par l'enseignant en dehors de l'école.*

1 Σπουδές στις γλώσσες
Etudes de langues

Κατέγραψε (στο 1α και 1Β) με συνοπτικό τρόπο τις σπουδές σου στις ξένες γλώσσες που διδάσκεσαι μέσα στο σχολείο, καθώς και άλλες που μαθαίνεις εκτός σχολείου.

Ci-dessous (au 1a et 1b) tu peux noter en résumé les études des langues étrangères que tu as suivies à l'école, ainsi en dehors de l' école.

1α. Μέσα στο σχολείο
1a. Dans l'école

Ξένες γλώσσες *Langues étrangères*	Σχολείο *Nom de l'école*	Χρόνος φοίτησης *Années d'études*	Τάξη Ώρες ανά τάξη *Nombre total d'heures par classe*	Υπογραφή του διδάσκοντα *Signature de l'enseignant*
Αγγλικά	40ό Γυμνάσιο Λάρισας	1,5 χρόνια	2 ώρες	
Γαλλικά	40ό Γυμνάσιο Λάρισας	1,5 χρόνια	3 ώρες	

1Β. Εκτός σχολείου
1b. En dehors de l'école

Ξένες γλώσσες *Langues étrangères*	Φροντιστήριο Ιδιαίτερα μαθήματα *Fremdsprachen Cours privés*	Χρόνος φοίτησης *Années d'études*	Ώρες ανά βδομάδα *Nombre d'heures par semaine*	Υπογραφή του διδάσκοντα *Signature de l'enseignant*
Αγγλικά	Φροντιστήριο	6,5 χρόνια	6 ώρες	
Γαλλικά	Φροντιστήριο	3,5 χρόνια	3 ώρες	

ΔΙΑΒΑΤΗΡΙΟ ΓΛΩΣΣΩΝ
PASSEPORT DE LANGUES

I 3

7

I 3 Πιστοποίηση γλωσσομάθειας Διπλώματα, βεβαιώσεις παρακολούθησης

Certification de langues. Diplômes, Attestations

Κατέγραψε στον παρακάτω πίνακα τα διπλώματα ή και τις βεβαιώσεις που πιστοποιούν τις γνώσεις σου στην/στις ξένη/ες γλώσσα/ες.

Ci-dessous tu peux noter les diplômes ou les attestations qui certifient tes connaissances dans une ou plusieurs langues étrangères.

Γλώσσα *Langue*	Δίπλωμα ή και Βεβαίωση παρακολούθησης *Diplômes et attestations*	Χρονολογία *Date*	Εκπαιδευτικός Φορέας *Etablissement*
Αγγλικά	Pallo (Elementary) Pallo (Basic)	Μάιος 2000 Μάιος 2004	Pallo
Γαλλικά	Delf A1	5 Μαΐου 2001	Ambassade de France

8

I 4

ΔΙΑΒΑΤΗΡΙΟ ΓΛΩΣΣΩΝ
PASSEPORT DE LANGUES

I 4 Άλλοι τρόποι εκμάθησης γλωσσών και προσέγγισης μη οικείων πολιτισμών

Autres manières d' apprentissage de langues et d'approche d'autres cultures.

Σημείωσε άλλους τρόπους με τους οποίους έμαθες μία ή και περισσότερες ξένες γλώσσες χωρίς την πιστοποίηση από έναν κρατικό ή ιδιωτικό φορέα.

Ci-dessous tu peux noter autres occasions d' apprentissage d' une ou plusieurs langues étrangères qui ne sont pas certifiés par un établissement public ou privé

Φιλική συνδιαλλαγή με αλλόφωνους
Echanges amicales avec des étrangers

Χώρα / *Pays*
Χρόνος / *Année*
Γλώσσα επικοινωνίας/ *Langue de communication*

Διαμονή σε ξένη χώρα
Séjour dans un pays étranger

Χώρα / *Pays*
Χρόνος / *Année*
Γλώσσα επικοινωνίας/*Langue de communication*
Λόγος διαμονής / *Raison de séjour*

Αλληλογραφία με αλλόφωνους
Correspondance avec des étrangers

Χώρα / *Pays* Ηνωμένο Βασίλειο Αμερική
Χρόνος / *Année* 1. χρόνο
Γλώσσα επικοινωνίας/ *Langue de communication* Αγγλικά
Λόγος αλληλογραφίας / *Raison de contact* Γιατί ήθελα

Εκπαιδευτικές ανταλλαγές
Echanges scolaires

Χώρα / *Pays*
Χρόνος / *Année*
Γλώσσα επικοινωνίας/ *Langue de communication*

Άλλες προσωπικές εμπειρίες (γλωσσικές, πολιτισμικές, νέες τεχνολογίες)
Autres expériences personnelles (langagières, culturelles, nouvelles technologies)

Γλωσσογραφία
Biographie Langagière

Η Γλωσσογραφία περιλαμβάνει:

1. Επαφές του μαθητή με τις ξένες γλώσσες εκτός σχολείου.
2. Τρόποι εκμάθησης των ξένων γλωσσών.
3. Οδηγίες συμπλήρωσης των σελίδων αυτοαξιολόγησης.
4. Αυτοαξιολόγηση μαθητή.

La biographie langagière contient:

1. *Contact de l' élève avec les langues étrangères en dehors de l' école.*
2. *Façons d' apprendre les langues étrangères.*
3. *Conseils d'utilisation des pages d'autoévaluation*
4. *Autoévaluation des connaissances dans différentes langues.*

Π 1 Επαφές του μαθητή με τις ξένες γλώσσες εκτός σχολείου
Contacts de l'apprenant avec les langues étrangères en dehors de l'école

Γράψε ποιες είναι οι επαφές που έχεις με τις ξένες γλώσσες εκτός σχολείου.
Ecris quels sont les contacts avec les langues étrangères en dehors de l' école.

Επαφές που έχει με τις ξένες γλώσσες εκτός σχολείου *Contacts avec les langues étrangères en dehors de l' école*	Σε ποια(ες) γλώσσα(ες) *En quelle(s) langue(s)?*	Με ποιο συχνότητα; *Selon quelle fréquence?*		
		Πολύ συχνά *Très souvent*	Συχνά *souvent*	Σπάνια *rarement*
Ακούω ξένα τραγούδια *J'écoute des chansons étrangères*	Αγγλικά	✓		
Ημερομηνία / *Date*	25-10-2001			
Παρακολουθώ τηλεοπτικές εκπομπές στην ξένη γλώσσα *Je regarde à la télé des émissions en langue étrangère*	Ιωνική Εκπομπή στα Αγγλικά		✓	
Ημερομηνία / *Date*	25-10-2001			
Αλληλογραφώ με αλλόφωνους *Je correspondais avec des étrangers*				
Ημερομηνία / *Date*				
Διαβάζω ξένα περιοδικά *Je lis des revues étrangères*	Αγγλικά		✓	
Ημερομηνία / *Date*	25-10-2001			
Κάνω χρήση του ΔΙΑΔΙΚΤΥΟΥ *J'utilise l' INTERNET*	Εξηγούμαι για την στα Αγγλικά	✓		
Ημερομηνία / *Date*	20-12-2001			

II 2 Τρόποι εκμάθησης των ξένων γλωσσών

Façon d'apprendre les langues étrangères

Γράψε τρόπους με τους οποίους μαθαίνεις καλύτερα μια ξένη γλώσσα
Ecris des manières avec lesquelles tu apprends facilement une langue étrangère

Γλώσσα(ες) / Langue(s)	Αγγλικά	Γαλλικά		
Απομνημονεύω το λεξιλόγιο *Je mémorise le vocabulaire*	✓	✓		
Ημερομηνία / Date	15-9-2011	15-9-2011		
Ξεχωρίζω πολλές φορές τις νέες λέξεις και τα νέα μορφολογικοσυντακτικά φαινόμενα *J'écris plusieurs fois les mots nouveaux et les nouveaux phénomènes morphosyntaxiques*				
Ημερομηνία / Date				
Διαβάζω πολλά κείμενα και προσπαθώ να καταλάβω το νόημά τους *Je lis plusieurs textes et j'essaie de comprendre leur sens*	✓			
Ημερομηνία / Date	20-12-2011			
Χρησιμοποιώ στην πράξη ό,τι κατακτώ γραπτώς (λέξεις, εκφράσεις κτλ) *J'utilise ce que je viens d'apprendre (mots, expressions etc)*	✓	✓		
Ημερομηνία / Date	10-01-2012	10-01-2012		
Επικοινωνώ με άτομα που μιλούν τη ξένη γλώσσα *Je corresponds avec des personnes qui parlent la langue étrangère*				
Ημερομηνία / Date				
Χρησιμοποιώ οπτικοακουστικά μέσα *J'utilise des moyens audio-visuels*	✓	✓		
Ημερομηνία / Date	15-9-2011	15-9-2011		
Χρησιμοποιώ νέες τεχνολογίες *J'utilise les nouvelles technologies*	✓	✓		
Ημερομηνία / Date	20-10-2011	30-10-2011		
Άλλοι τρόποι *Autres manières*				
Ημερομηνία / Date				

II 3 Οδηγίες συμπλήρωσης των σελίδων αυτοαξιολόγησης

Conseils d'utilisation des pages d'autoévaluation

✓✓ Ανταποκρίνομαι στο ζητούμενο με μεγάλη άνεση
Je peux faire la tâche avec aisance et spontanéité et sans effort.

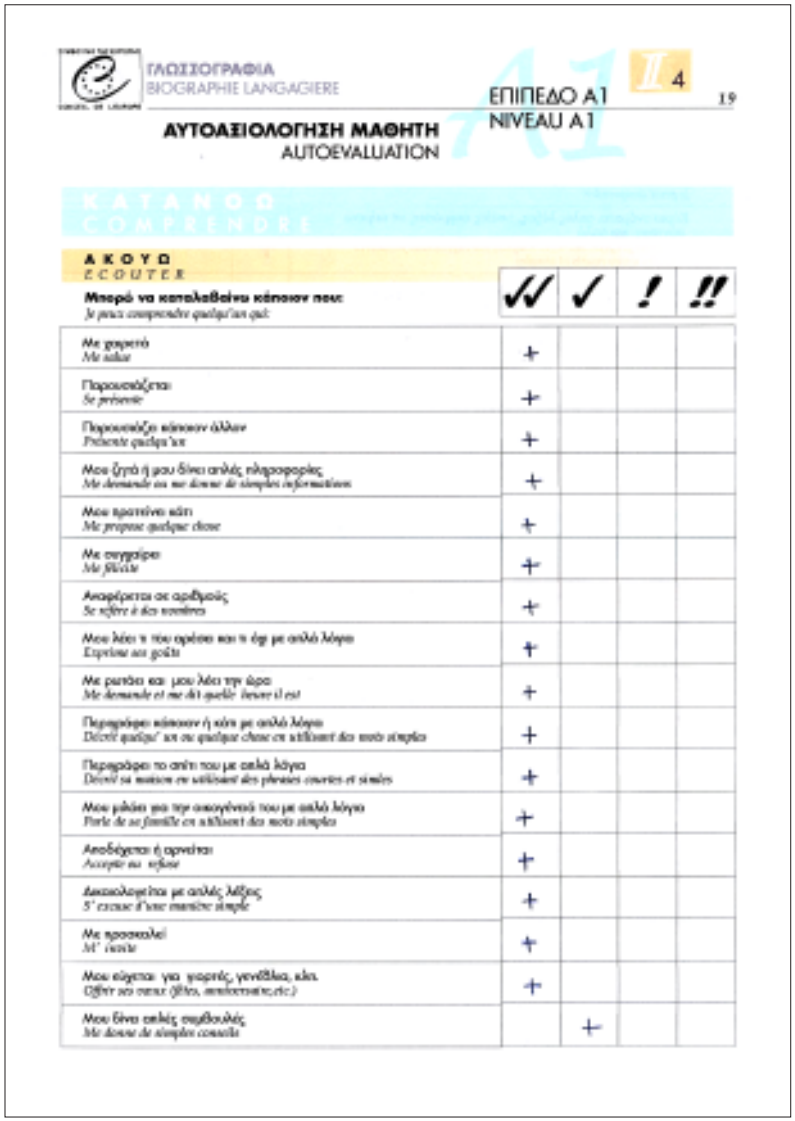
✓ Ανταποκρίνομαι στο ζητούμενο με όχι ιδαίτερη άνεση καταβάλλοντας κάποια προσπάθεια
Je peux faire la tâche avec une aisance raisonnable et avec quelque effort

! Αυτό είναι στόχος για μένα
Ceci est un objectif pour moi.

‼ Αυτό είναι άμεση προτεραιότητα για μένα
Ceci est prioritaire pour moi.

Εάν έχεις καταφέρει να ανταποκριθείς σε όλα τα ζητούμενα της κάθε δεξιότητας (όπως να λαμβάνεις μέρος σε μια συζήτηση) έχεις καταπιάσει το συγκεκριμένο επίπεδο γλώσσας (A1, A2, B1, B2, C1, C2)

Si tu as réussi de faire toutes les tâches de chaque compétence (p. ex. dans la section prendre part à une conversation) tu y attendras le niveau équivalent (A1, A2, B1, B2, C1, C2)



ΓΛΩΣΣΟΓΡΑΦΙΑ
BIOGRAPHIE LANGAGIERE

ΕΠΙΠΕΔΟ Α1
NIVEAU A1

I 4

19

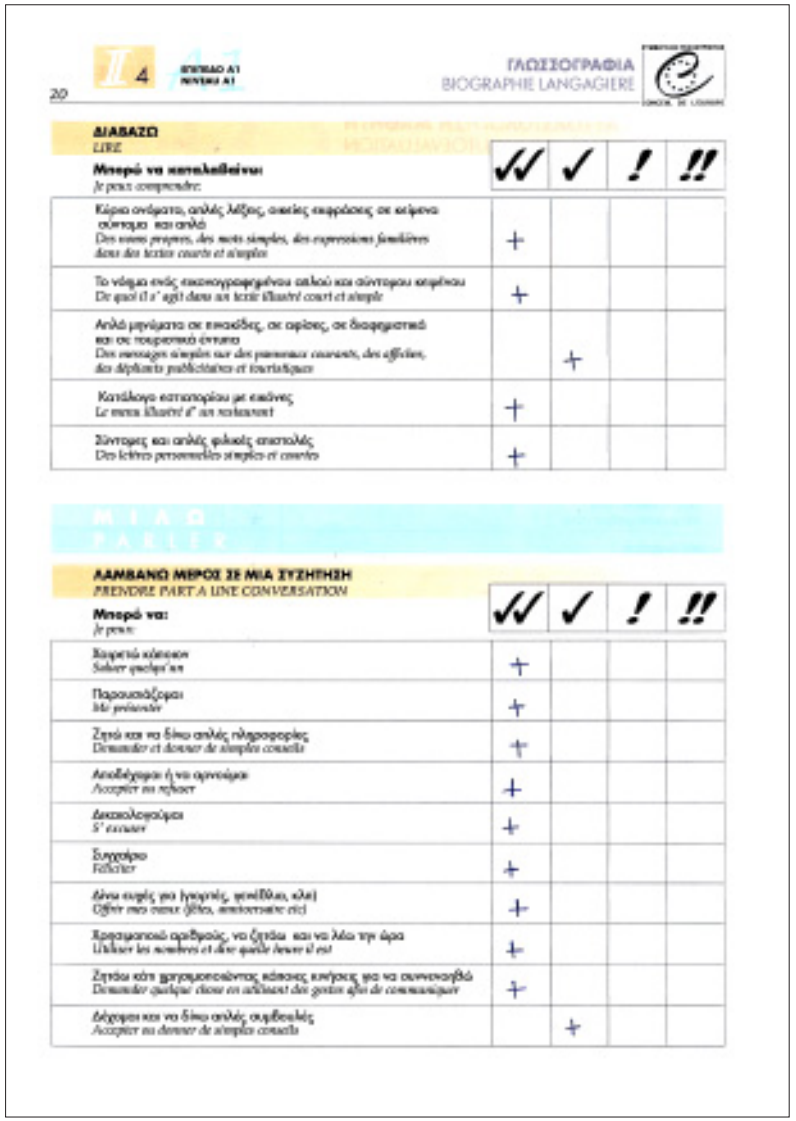
ΑΥΤΟΑΞΙΟΛΟΓΗΣΗ ΜΑΘΗΤΗ
AUTOEVALUATION

A1

ΚΑΤΑΝΟΩ
COMPRENDRE

ΑΚΟΥΩ
ECOUTER

Μπορώ να καταλαβαίνω κάποιον που: *Je peux comprendre quelqu'un qui:*	✓✓	✓	!	!!
Με χαιρετά *Me salue*	+			
Παρουσιάζεται *Se présente*	+			
Παρουσιάζει κάποιον άλλον *Présente quelqu'un*	+			
Μου ζητά ή μου δίνει απλές πληροφορίες *Me demande ou me donne de simples informations*	+			
Μου προτείνει κάτι *Me propose quelque chose*	+			
Με ευχαρίστει *Me félicite*	+			
Αναφέρεται σε αριθμούς *Se réfère à des nombres*	+			
Μου λέει τι του αρέσει και τι όχι με απλά λόγια *Exprime ses goûts*	+			
Με ρωτάει και μου λέει την ώρα *Me demande et me dit quelle heure il est*	+			
Περιγράφει κάποιον ή κάτι με απλά λόγια *Décrit quelqu'un ou quelque chose en utilisant des mots simples*	+			
Περιγράφει το σπίτι του με απλά λόγια *Décrit sa maison en utilisant des phrases courtes et simples*	+			
Μου μιλάει για την οικογένειά του με απλά λόγια *Parle de sa famille en utilisant des mots simples*	+			
Αποδέχεται ή αρνείται *Accepte ou refuse*	+			
Δικαιολογείται με απλές λέξεις *S'excuse d'une manière simple*	+			
Με προσκαλεί *M'invite*	+			
Μου εύχεται για γιορτές, γενέθλια, κλπ. *Offre ses vœux (fêtes, anniversaire,etc.)*	+			
Μου δίνει απλές συμβουλές *Me donne de simples conseils*		+		



ΔΙΑΒΑΖΩ
LIRE

Μπορώ να καταλαβαίνω: *Je peux comprendre:*	✓✓	✓	!	!!
Κύρια ονόματα, απλές λέξεις, σύντομες παραλλαγές σε κείμενα σύντομα και απλά *Des noms propres, des mots simples, des expressions familières dans des textes courts et simples*	+			
Το νόημα ενός εικονογραφημένου απλού και σύντομου κειμένου *De quoi il s' agit dans un texte illustré court et simple*	+			
Απλά μηνύματα σε εικασίες, σε αφίσες, σε διαφημιστικά και σε τουριστικά έντυπα *Des messages simples sur des panneaux courants, des affiches, des dépliants publicitaires et touristiques*		+		
Κατάλογο εστιατορίου με εικόνες *Le menu illustré d' un restaurant*	+			
Σύντομες και απλές φιλικές επιστολές *Des lettres personnelles simples et courtes*	+			

ΜΙΛΩ
PARLER

ΛΑΜΒΑΝΩ ΜΕΡΟΣ ΣΕ ΜΙΑ ΣΥΖΗΤΗΣΗ
PRENDRE PART A UNE CONVERSATION

Μπορώ να: *Je peux:*	✓✓	✓	!	!!
Χαιρετώ κάποιον *Saluer quelqu'un*	+			
Παρουσιάζομαι *Me présenter*	+			
Ζητώ και να δίνω απλές πληροφορίες *Demander et donner de simples conseils*	+			
Αποδέχομαι ή να αρνούμαι *Accepter ou refuser*	+			
Δικαιολογούμαι *S' excuser*	+			
Συγχαίρω *Féliciter*	+			
Δίνω ευχές για γιορτές, γενέθλια, κλπ *Offrir mes vœux (fêtes, anniversaire etc)*	+			
Πραγματικά αριθμούς, να ζητάω και να λέω την ώρα *Utiliser les nombres et dire quelle heure il est*	+			
Ζητάω κάτι χρησιμοποιώντας κάποιες κινήσεις για να συνεννοηθώ *Demander quelque chose en utilisant des gestes afin de communiquer*	+			
Δέχομαι και να δίνω απλές συμβουλές *Accepter ou donner de simples conseils*		+		

Ντοσιέ
Dossier

Το Ντοσιέ περιλαμβάνει:

Προσωπικές γλωσσικές και πολιτισμικές εμπειρίες.

Γραπτές εργασίες.

Εργασίες στο πλαίσιο κάποιας συνθετικής δραστηριότητας.

Le Dossier contient:

Documentation des expériences personnelles (langagières et culturelles).

Des travaux écrits.

Des travaux dans le cadre d'un projet.

Using the ELP in a boys' secondary school in Ireland

Eilis O'Toole

Introduction

The Irish ELP for second-level learners of Irish, French, German, Spanish and Italian came out of a four-year project to introduce the principles of learner autonomy to language classrooms in Irish secondary schools. Among the aims of the project were to help learners to reflect on and talk about their language learning experience and to explore ways of motivating them and getting them more involved in their learning. The ELP is the practical means by which I hope to continue this process of involving my learners in their own learning. In applying ideas from the learner autonomy project I focus especially on the language biography and the dossier.

I am currently using the ELP with a class of 12/13-year-old boys in a religious all-boys school outside Dublin. They are in their first year of learning French and will take the Junior Certificate (state) examination in French in 2004. The syllabus for this examination comprises some eighteen themes, each requiring a different range of vocabulary. In order to help my learners to prepare adequately I have listed these themes on a separate A4 card, which they keep in their ELP immediately after the language passport. The card provides an overview of the tasks that the learners must be capable of performing by June 2004. Working as a group my learners use the card to choose the theme of our next phase of learning. They then write this theme as "My next target" in the language biography. We work through the theme using various methods, tasks and activities. When it is completed each learner assesses his achievement in the language biography and records that achievement on the card, drawing a happy, neutral or sad face as appropriate. Each learner may choose to produce a final document for his dossier. Some do this for every theme, task and activity; others are more selective. Each of my learners has a different type of dossier, some fuller than others. The pride they take in their dossier is evident in the examples included here.

A brief commentary on the selected examples

The examples are documents produced by two learners while working on particular themes. They are presented in the order of their production, so that it is possible to get some idea of the learning progress made. Over the years it has been found that learners taking the Junior Certificate exam in a foreign language find the written sections most challenging. For this reason I focus much of my work on writing, with the aim of giving my learners early confidence in the written word.

1. The first example is from Learner A. We had covered the family tree and he chose to represent his own family tree in a colourful document.
2. Learner A also produced the second example, which presents the days of the week, months and seasons. He was discovering the facilities available to him on the computer as well as filling his dossier with colour. At this stage his dossier was beginning to look good and his motivation and interest were high.
3. Learner A also produced a design of his own house – a complex document, which obviously took some time to create.

4./5. Learner B produced examples 4 and 5. He too had learnt the days of the week and was beginning to produce full sentences. He wrote a short book about his week and added images. I include *Lundi* and *Mardi*. Learner B did not tell me in advance that he was producing this booklet, but in passing he asked me for simple translations into French. The booklet arrived after a few days.

6./7. Examples 6 and 7 are from the first of many short written exercises that the learners began working on after 10 weeks of learning French: a collection of limericks. The aim of this written exercise was to focus attention on the sounds of French. First, learners worked alone to produce rhyming clusters of Christian name, town and noun. Then, when they each had several clusters, we brainstormed as a class and produced lists of rhyme words. The lists were endless and imaginative. I gave a formula for writing the limerick and allowed the learners to create a rhyme of their choice. I introduced the idea of a competi-

tion and some learners produced up to fifteen limericks in a few days.

8./9./10. At this stage the learners have been learning French for six months. They are confident and enthusiastic. Introducing people is the first theme on the Junior Certificate curriculum. The learners agreed that this theme could often be returned to as they progressed towards the exam. After some negotiation they decided that a description of the characters in a TV programme would be a good way of learning how to introduce people. We settled on the Simpsons. The learners had already learnt the vocabulary for describing the characters physically. We began with this. Each learner worked alone and wrote what he could about each character. I answered many questions and handed out many dictionaries at this point. Each learner then contributed to the class description, which I wrote on the board and he copied down after his own paragraph. Learners then read out the finished text and produced documents for their dossiers. I include three of these, Homer, Marge and Bart Simpson.

Comments from the learners themselves

I asked learners A and B to comment briefly on how they like learning French in the way we do, with the syllabus list, the language biography and the dossier. Here are the main points of their answers:

"It's better than reading a book 'cause when you read a book the classroom becomes dull. And when you're doing projects you find it better. You want to do things. You want to do things on the computer. You want to have fun. You are unwittingly learning. You're having a good time when you're learning other than just reading out of a book."

"French is easier than any other subject. It's fun. It's a lot easier to learn French because you get more fun when you're involved."

"Commenting on how you are doing is quite hard. You find that you repeat yourself. And as time passes you know that you can't write nothing."

"I was just looking through my computer and I saw that there were great pictures that would go well with a text. So we had just done the days of the week and I thought a text about my week with these great pictures would look good."

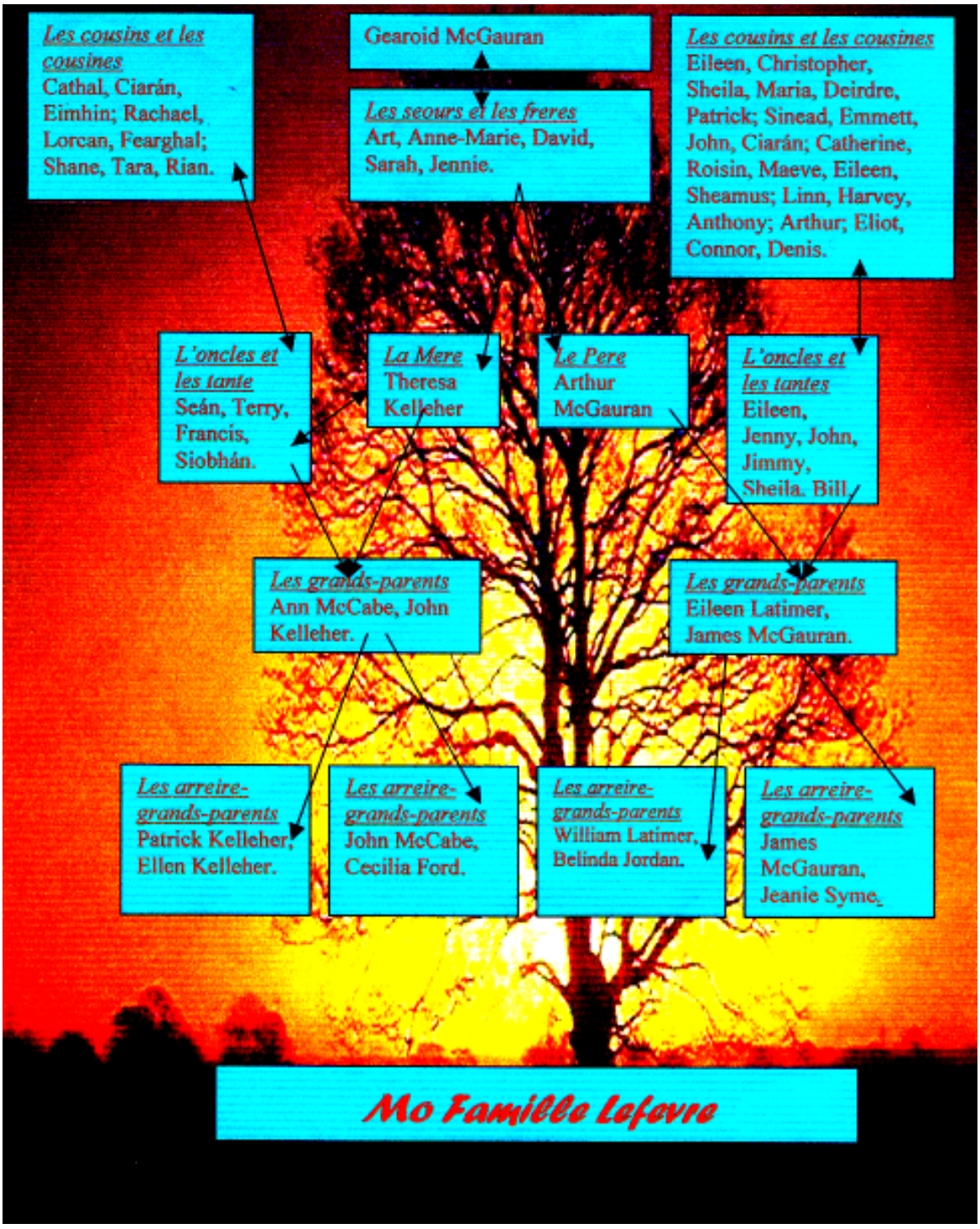
"The limericks were fun. You could write anything you wanted. You were given the dictionaries and you could write anything you wanted once it rhymed. You just gave us dictionaries and said 'whatever you want to do, just do it'. It was great fun. We were laughing our heads off."

"Simpsons was a good idea. First of all because everyone, almost everyone watches The Simpsons. *The writing was a little bit hard to do on your own. Again it was much better than in the book. Everyone had to write about Homer Simpson. The whole class did it then on the board and they were all experts. Everyone had their own say. And eventually we came up with this big long text."*

*"I got this idea [*Une semaine dans la vie de *…] from Niall [learner B]. I felt the bit of competition and thought that is a good idea. So I said, maybe if I did my own week. I used dictionaries – my sister has this big French dictionary."*

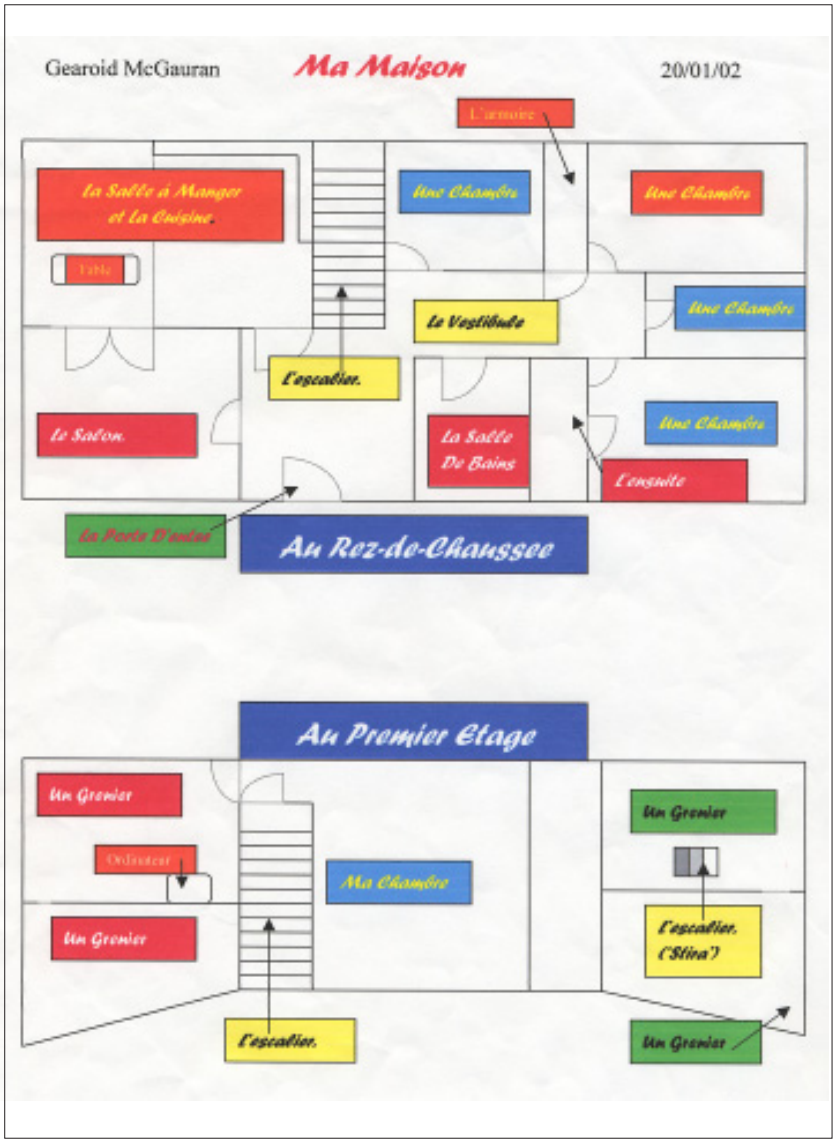
Conclusion

The examples and the comments from the two learners show how the use of the ELP can contribute positively to the language learning process. I added the syllabus list to the ELP, an addition that was necessary for my group of learners. Each teacher will supplement the ELP and vary its use according to the needs of his / her particular learners. As a planning and self-assessment tool it helps to make the learning process more visible to the learners and as such involves them more.


Les cousins et les cousines
Cathal, Ciarán, Eimhin; Rachael, Lorcan, Fearghal; Shane, Tara, Rian.
Gearoid McGauran
Les seours et les freres
Art, Anne-Marie, David, Sarah, Jennie.
Les cousins et les cousines
Eileen, Christopher, Sheila, Maria, Deirdre, Patrick; Sinead, Emmett, John, Ciarán; Catherine, Roisin, Maeve, Eileen, Sheamus; Linn, Harvey, Anthony; Arthur; Eliot, Connor, Denis.
L'oncles et les tante
Seán, Terry, Francis, Siobhán.
La Mere
Theresa Kelleher
Le Pere
Arthur McGauran
L'oncles et les tantes
Eileen, Jenny, John, Jimmy, Sheila. Bill
Les grands-parents
Ann McCabe, John Kelleher.
Les grands-parents
Eileen Latimer, James McGauran.
Les arreire-grands-parents
Patrick Kelleher, Ellen Kelleher.
Les arreire-grands-parents
John McCabe, Cecilia Ford.
Les arreire-grands-parents
William Latimer, Belinda Jordan.
Les arreire-grands-parents
James McGauran, Jeanie Syme.
Mo Famille Lefevre

Example 1

Example 2



Example 3

Example 4

Example 5

Example 6

Example 7

Homer Simpson

Il est Paresseux. Il n'est pas sportif. Il est gros. Il n'est pas mince. Il est chauve. Il est grand. Il pese 200+ kilos. Il a trente-huit. Il est jaune. Il adore mange. Il n'est pas courageux. Il adore biere. Il n'est pas beau. Il est un pere- un fils(Bart) et deux fille(Lisa et Maggie). Il habite sept-cent et quarante deux Evergreen Tce., a Springfield, aux Etats Unis. Il adore le bistro de Moe. Il aime sa femme, Marge. Il deteste Ned Flanders. Il adore Springfield Isotopes, une equipe de baseball. Il deteste les adversaires, Shelbyville. Il adore le foot american, les Cowboys de Dallas. Il a tue Maud Flanders (pas expres)

Example 8

Marge Simpson

Elle a les cheuveux bleus. Elle a les cheuveux tres hauts. Elle est mince. Elle n'est pas paresseuse. Elle porte une robe verte. Elle adore son mari, Homer. Elle porte les perles. Elle est sportive, elle joue au tennis, aux boules et au badminton. Elle a ete un femme - agent. Elle aime Ringo Starr, il a ete dans La Beatles. Elle est un artiste. Elle a deux soeurs et leurs s'appelle Pattie et Selma. Elle fait le menage. Elle soufre de l'aggressiuite au volant. Elle a ete en prison. Elle est jaune. Elle a ete a le television, dans l'emission de Jerry Springer

Example 9

Bart Simpson

Il est petit. Il a dix ans. Il est jaune. Il est paresseux. Il aime le skateboard et feu d'artifice. Il a deux soeurs, et leurs s'appelle Lisa et Maggie. Il a cheveux pointus. Il n'est pas bon. Il est fou (litteralement). Il a ami, et il s'appelle Milhouse. Il deteste l'ecole et Martin. Il deteste le adversaire, Nelson Muntz

Example 10

Using the ELP with adult refugees learning the language of the host community

Barbara Lazenby Simpson

Introduction

Integrate Ireland Language and Training, a campus company of Trinity College Dublin, is funded by the Irish Department of Education and Science to provide English language training for adult refugees admitted to Ireland. The three versions of the European Language Portfolio in use at Integrate Ireland were designed to meet the needs of three kinds of learner. The Reception 1 ELP is for those who have little or no knowledge of English and little cross-cultural awareness; the Reception 2 ELP is for learners who may have spent some time in Ireland prior to starting formal language learning and who have some functional knowledge of English and some awareness of cross-cultural difference; and the Pre-vocational ELP is for learners who are at the interface between language learning and vocational training (the content of their language course is based entirely on job-seeking, further training and the world of work).

The particular needs of migrant language learners

Mediating the ELP – At Integrate Ireland it is not unusual to find ten or more different mother tongues represented in a group of fifteen learners. As a consequence, the target language must also be the language of instruction and the ELP must be mediated entirely through English. This necessity had implications for the design of the ELPs. In particular they must be comprehensible without a lot of written or oral explanation. Obviously learners, especially those at the lower levels of proficiency, do not understand immediately what they should do with the different parts of their ELP or why they should do it. For this reason we have developed activities that engage learners in thinking about, discussing, and working on a range of different issues. These issues are relevant both to language learning and to the use of the target language in everyday life. The results of the activities are then mapped back to the relevant parts of the ELP. In this way, understanding about the purpose of the ELP gradually emerges until the learners can take control of their ELP themselves.

ELP content – In terms of content our ELPs reflect the particular learning needs of refugees / migrants. At Reception 1 and 2 levels the principal focus is on the everyday language needs of individuals living as members of the target language community. Thus the ELPs focus on the identification of where and how learning may take place outside the classroom. Much of the language biography consists of descriptors that summarize what the learners need to be able to do in English, under a number of headings such as "Dealing with officials", "Using the telephone", and so on. These headings correspond to the modules that constitute Integrate Ireland's courses at different levels. In each case, the ELP has been designed to support, in a specific and transparent manner, both the content of the course and the stages of progression that a learner will go through as learning and awareness develop.

The reporting function

For migrant learners the Standard Adult Passport offers a most effective reporting tool that can be used in support of applications for training, further education or employment. But to begin with, a process passport is used which introduces self-assessment and reflective activities. This helps to make learners aware of the often considerable experience they already have of second / foreign language learning and use as well as cross-cultural differences. The Standard Adult Passport is introduced as understanding develops, and in particular towards the end of the course, by which time learners can carry out self-assessment effectively and can see the real value of the document in the outside world.

The pedagogical function

The language biography and the dossier are fundamental to the progress of learning and the individual learner's assumption of responsibility for the learning process. One of the principal objectives of language courses for adult migrants must always be the development of learner autonomy, which facilitates further learning after the end of the course. The ELP supports learner self-management in terms of reflection, goal setting, self-assess-

ment and recording progress. These activities are clearly articulated in the form of "Learner Diary" pages, goal-setting boxes, and self-assessment grids based on the course modules mentioned above. They are illustrated in the examples from learners' ELPs.

While the language biography provides a focus for self-direction, the dossier is used to gather examples of learners' work as well as important 'models' of formal letters and the learner's *curriculum vitae*. The evidence of achievement provided by these examples is used as a basis for decision making with regard to future language study.

The effectiveness of the ELPs used at Integrate Ireland Language and Training

Versions of the ELP have been in use with migrant learners taking Integrate Ireland's English language courses since 1999. The first stage for all learners is to recognize that this is a highly individual document, belongs solely to the learner, will not be used for assessment, but will provide support for all learning activities as well as for negotiation with the teacher. As a result, even for learners at the lowest proficiency levels, there is pride in ownership and a sense of control over what happens in the classroom. For learners the ELP provides a visible record of progress, achievement, thoughts and aspirations; for learners but also teachers it helps to point the direction for future learning and supplements the mediation process.

Introduction to examples

Learner 1: Hang

Hang is Vietnamese and has been learning English for sixteen months. Her objective is to train and work as a hairdresser. She is using the Pre-vocational ELP and is half way through a six-month course, at the end of which she will enter vocational training. This example shows the result of reflection that Hang has carried out in order to identify her most effective learning activities.

Learner 2: Mersija

Mersija (from Bosnia) carries out an initial self-assessment of her English language skills using the self-assessment grid of the Common European Framework. She needs to achieve B2 in all skills in order to enter a course in travel and tourism. Like Hang she is using the Pre-vocational ELP.

The only foreign country, other than Ireland, that Mersija has visited is Hungary. She notes the different experiences she had in Ireland and Hungary. She also records her knowledge of other languages.

Learner 3: Thien

Thien, from Vietnam, is also attending a Pre-vocational course. He intends to study computer applications. In common with many Vietnamese learners of English, Thien has problems with his pronunciation and wishes to improve his performance and confidence in speaking on the telephone. This objective is reflected in two of the learning targets he formulates. His third target is to develop his formal writing skills so that he can write a letter of application without assistance.

Thien records his self-assessment of progress in "Career Planning" in the Language Biography. He enters the dates on which he achieves each of his targets. Achievement is recorded at three levels: "with a lot of help", "with a little help" or "with no help". This makes it possible to record small degrees of progress.

Learner 4: Oleg

Oleg is Russian and has demonstrated a very "grammatical" approach to language learning. He has a high level of metalinguistic awareness and frequently sets his learning targets in terms of grammatical and lexical memorization. He is at Reception 2 level.

Oleg applies a similar approach to the learning material that is filed in his dossier. The example reproduced here shows some expressions that he has collected and kept in the vocabulary section of his dossier for use on the telephone.

Learner 5: Solomon

Solomon comes from Eritrea. His level is Reception 2 and his objective is to enter third-level education. His learning contract clearly illustrates his aim of achieving a high level of accuracy in all aspects of the target language.

Solomon indicates that his preferred method of learning is by reading authentic materials in the target language. He can do this both inside and outside class. He evidently perceives the class as a means of addressing accuracy and notes that his second most favoured method is "Learning in class grammar". Solomon also reflects on his personal strategies for approaching a written and oral task, clearly articulating the stages he goes through in preparing and carrying out the tasks.

Solomon sets his personal learning targets

on a monthly basis. He focuses on individual skills: the first month is devoted to oral fluency, the second to written accuracy, and the third to aural comprehension. His approach to language learning is obviously systematic and well-organized.

Solomon records his weekly learning activities in the "Learning Diary" section of the Dossier. The diary entry reproduced here reflects the learning targets he set for the month of January 2002. He indicates that he needs to work more on "vocabulary and writing".

EUROPEAN LANGUAGE PORTFOLIO

Learning

The most effective learning activities for me, in order of effectiveness are:
(1 = most effective, 10 = least effective)

1	Writing tasks.
2	Dictations.
3	Listening tasks.
4	Watching TV and movies in English.
5	Reading books, magazines, newspapers.
6	Interacting with Irish people.
7	Discussion in English.
8	
9	
10	

Hang

EUROPEAN LANGUAGE PORTFOLIO

Assessment of English language skills

Global assessment of progress is carried out in relation to the descriptors in the self-assessment grid of the Common European Framework of Reference (CEF). The two levels of the CEF that are appropriate to Fast track/Pre-vocational learners are B1 Threshold and B2 Vantage. The descriptors for these levels are highlighted on the next page. The CEF grid is also provided in the standard adult Passport that accompanies this EUROPEAN LANGUAGE PORTFOLIO which is used to record proficiency in other second languages besides English, as well as language learning and intercultural experiences.

Squares below should be shaded to indicate level of competence.

	B1 Threshold			B2 Vantage		
	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help
Listening					✓	
Reading					✓	
Spoken interaction					✓	
Spoken production					✓	
Writing				✓		

Mersija (1)

Language and intercultural experiences

Country	Travel (√)	Study (√)	Work (√)	Language and intercultural experiences
Hungary	✓			sightseeing / museums shopping
Ireland		✓		Learning new language. Adjust to a new culture. Prepeare for college

Mersija (2)

Language proficiency

Language		Self-assessment of proficiency (in relation to grid on page 7)					
		A1	A2	B1	B2	C1	C2
Bosnian	Listening						✓
	Reading						✓
	Spoken interaction						✓
	Spoken production						✓
	Writing						✓
German	Listening	✓					
	Reading	✓					
	Spoken interaction	✓					
	Spoken production	✓					
	Writing	✓					
Kurdish	Listening	✓					
	Reading	✓					
	Spoken interaction	✓					
	Spoken production	✓					
	Writing	✓					

Mersija (3)

EUROPEAN LANGUAGE PORTFOLIO

Learning targets

I can write a sentence in English

My next learning target: to get better on my punctuation

Target date: 12/01/02

I achieved my target: (YES) NO

I can lay out an application letter for job

My next learning target: that I am able to write a perfect application letter by myself

Target date: 1/02/02

I achieved my target: (YES) NO

I can understand most conversations on the phone

My next learning target: To speak with more confidence on the phone

Target date: 1/03/02

I achieved my target: YES NO

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Thien (1)

EUROPEAN LANGUAGE PORTFOLIO

Career planning

I can	Level of activity	With a lot of help	With a little help	With no help
list and describe my skills and qualifications	B1		20/08/01	7/12/01
match job descriptions with my skills and qualifications	B1		7/08/01	
answer questions about job interests	B1			27/09/01
gather information for a curriculum vitae	B1		20/08/01	7/12/01
read course brochures and job advertisements to identify areas related to skills and qualifications	B1		7/09/01	21/09/01
talk about different options in relation to future career paths	B1			27/09/01
examine and discuss language learning goals for future training/work	B1			
use specialist vocabulary to describe previous experience and qualifications	B2			20/08/01
read and understand a variety of work-related texts	B2		21/09/01	7/12/01
explain career plans with reference to past experience, qualifications and future possibilities	B2			27/09/01
prepare a curriculum vitae which reflects different aspects of experience and training	B2		20/08/01	7/12/01

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Thien (2)

Learning targets

I can name a part's of beaty and internet organs, and talk about ailment's and symptoms, use Present Continuous Tense

My next learning target: is to finish reading my second book: The Railway Children

Target date: 20/01/01

I achieved my target: YES NO

I can call 30 irregular verbs in Past

I know the rules: The Past simple and Past Continuous, I know spelling 30 word's more

My next learning target: is to know 30 more irregular verbs, to continue read the book: The Rats of Stalingrad

Target date: 8/02/01

I achieved my target: YES NO

I can say many irregulars verbs in Past, a have more than 30 words in my vocabulary ask permission and ask people do favour

My next learning target: more 30 word in vocabulary, continue reading book to remember and touse what I learnt in previous week

Target date: 16/02/01

I achieved my target: YES NO

Oleg (1)

VOCABULARY SHEET

5. Useful expressions for using the telephone

Hello
is that Mary?
Hi. It's Oleg.
Could I speak to....
Who is calling, please?
My name is...
I'll put you through
Hold on — Can you wait?
The line's busy — The line's engaged

Oleg (2)

EUROPEAN LANGUAGE PORTFOLIO

My learning contract

1. At the end of this course I want to improve my Grammer.
2. At the end of this course I want to improve my vocabulary.
3. At the end of this course I want speak better English.
4. At the end of this course I want to comprehend everything I heard in English.
5. At the end of this course I want to be able to write a letter in English.
6. At the end of this course I want to be able to read English.
7. At the end of this course I want to write better sentences in English.

Solomon (1)

EUROPEAN LANGUAGE PORTFOLIO

Learning

ıe mcst effective learning activities for me, in order of
ectiveness are:
= most effective, 10 = least effective)

	Reading book, magazines, newspapers in English
	Learning in class Grammer

My strategies for preparing a writing task are: First of all I write roughly about what I want to write and I check again the sentences with spelling and grammer.

My strategies for preparing an oral interaction or presentation are: First of all I take notes about my presentation and I choose good and polite words and check again if any correction for grammatical then I write it clearly and I read very carefully then I start speaking infront of the guests with ful confident.

Solomon (2)

EUROPEAN LANGUAGE PORTFOLIO

Learning targets

I can Speak Some English

My next learning target: I Want to speak English more fluently.

Target date: 01 / 12 / 01

I achieved my target: YES NO

I can Write Sentence in English

My next learning target: I Want all my Written English to be grammatically correct.

Target date: 01 / 02 / 02

I achieved my target: YES NO

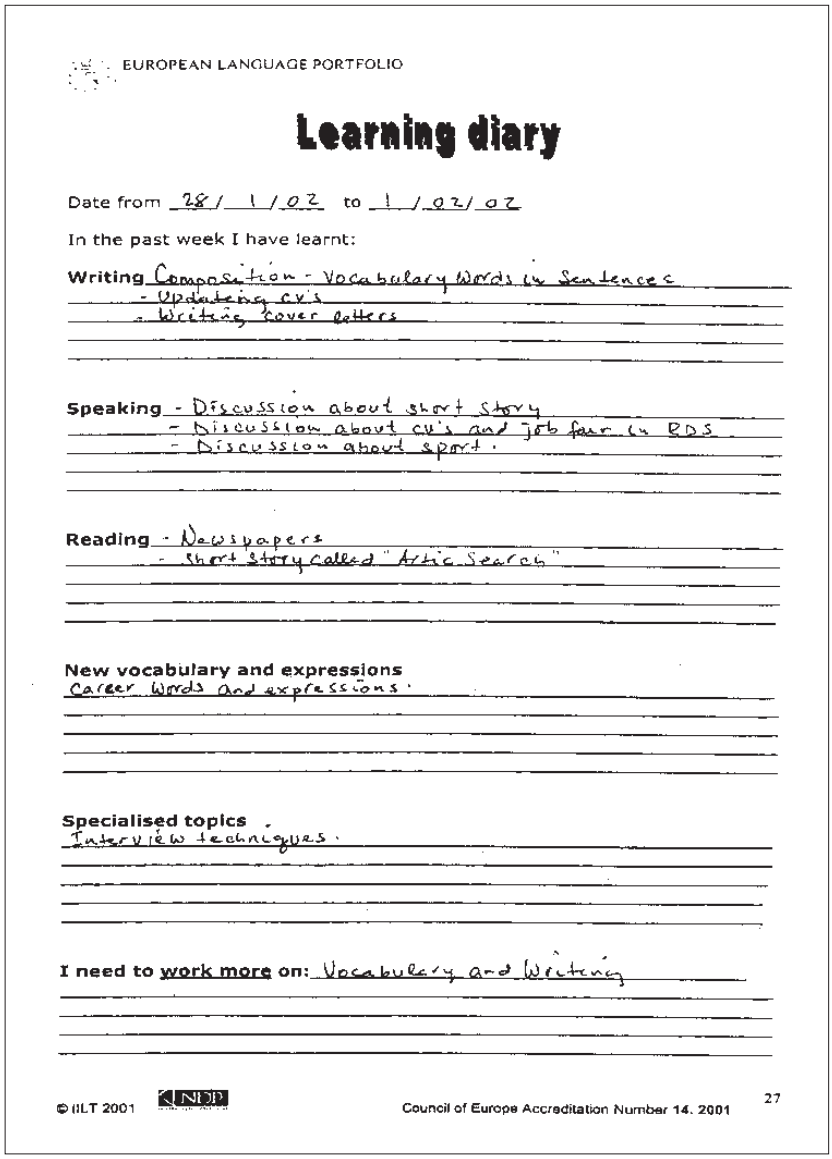
I can Understand most films and shows in English

My next learning target: I want to understand all dialogue I hear on Radio and TV.

Target date: 01 / 03 / 02

I achieved my target: YES NO

Solomon (3)



EUROPEAN LANGUAGE PORTFOLIO

Learning diary

Date from 28/ 1 /02 to 1 /02/ 02

In the past week I have learnt:

Writing Composition - Vocabulary Words in Sentences
- Updating cv's
- Writing cover letters

Speaking - Discussion about short story
- Discussion about cv's and job fair in RDS
- Discussion about sport.

Reading - Newspapers
- Short story called "Attic Search"

New vocabulary and expressions
Career Words and expressions.

Specialised topics
Interview techniques.

I need to work more on: Vocabulary and Writing

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Solomon (4)

The Russian ELP pilot project

N. Koriakovtseva and T. Yudina

The Linguistic Grammar School 1555 at the Moscow State Linguistic University has been participating in the ELP pilot project since 1998. Learners at lower and upper secondary level, studying French, English or German as their first foreign language, participated in the pilot phase. In the autumn of 2000 a new group of participants joined the project (a class of 13/14 year-olds learning Ukrainian and their teacher), and as from the autumn of 2001 nine new groups of pupils in the same age-bracket (80 learners) and their language teachers (11 teachers) used the ELP in their learning and teaching. The languages being studied by these groups, as a first or second foreign language, are English, German, French, Spanish, Italian, Chinese and Japanese.

The new participants have been informed about the objectives and functioning of the European project, and the basic documentation, the general ELP concept, the existing national ELP models and past experience of applying the ELP have been presented to them.

The initial results of the Russian pilot project were presented by Rolf Schärer in the final report on the European Language Portfolio project, pilot project phase 1998–2000, and by N. Koriakovtseva and T. Yudina in "Piloting a European Language Portfolio at the Linguistic Lyceum of Moscow State Linguistic University", *Babylonia* 1 (1999).

The European Language Portfolio for Russia is an integral part of the Council of Europe project and is based on the Council of Europe document "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" and on the Swiss ELP model.

The Russian model is aimed at anyone learning a language which is not their mother tongue:

- foreign languages (English, German, French, etc.)
- Russian as an official language but not mother tongue (in educational establishments with ethnic components)
- non-mother-tongue languages other than Russian such as Tatar in Russian schools in the Republic of Tatarstan, part of the Russian Federation, etc.

The ELP comprises three parts: the Language Passport, the Language Biography and the Dossier. The Language Passport is a standard document, as agreed during the project design phase, and takes the form of a separate booklet, part of the overall ELP. It contains the owner's personal information, the languages learned and language proficiency at a given point in time, determined by the learners themselves. This document is completed at the end of a study stage.

The language biography includes:

- the learning objectives which learners set themselves with their teachers' help
- reporting of progress in learning and in development of language proficiency
- personal experience of intercultural contacts and appraisal of their quality.

The dossier contains samples of work indicative of the learner's language abilities.

The examples used here to illustrate the project's implementation are drawn from the portfolio of Olga Derliuk, a 15 year-old who has been participating in the project for a year and a half. Her mother tongue is Russian, and the languages spoken within her family are Russian and, sometimes, Ukrainian, since her father is Ukrainian and her mother Russian. Olga is learning Ukrainian in school as her first foreign language, and has German as her second language, along with some limited experience of learning English. She is therefore most proficient in Ukrainian, followed by German, which she has been learning for a year and a half, and then English, which she gave up studying and which schools have for some time not really been pushing.

Participants in the project, whether learners or teachers, were extremely interested in using the ELP. Olga Derliuk has this to say about it:

What I think of the ELP

"On first acquaintance with the European Language Portfolio project I felt a little lost, as I had never previously encountered this kind of very "official" document. The unexpected phrases, complex questions and in some cases new terminology are a little confusing. In my

opinion, the higher levels (C2 and partly C1) are intended for people who not only master a given language but are also educated, mature and experienced (for instance when it comes to completing questionnaires). It is not very easy to fill out the portfolio for the first time, but with the teacher's help it can be done."

"The Language Portfolio allows me to show my level of language proficiency, above all in German since, in studying that language, I am constantly obliged to learn many new things. Ukrainian is different. The portfolio helps me to consolidate my knowledge of the finer points of the language, to relearn certain things and to hone my skills, but less than in German. At the same time, any progress is more perceptible, and realistic self-assessment enables learners to see for themselves whether they are improving or not. I like being able to assess my knowledge and proficiency myself, but I think that it is essential to have an appraisal by the teacher or a native speaker, since a learner can make mistakes."

"As to whether the portfolio makes for better understanding of language learning objectives, I would say that anyone who seriously studies a language knows why they are doing it and their aim in learning the language. In this area, the portfolio can highlight and clarify objectives."

"I like the portfolio – it's an interesting project, which makes it possible objectively to assess one's skills and proficiency, but you have to make an effort to learn how to use it."

Языковой паспорт

Данный документ отражает языковые навыки, уровень владения и опыт общения на изучаемом языке. Он является первой частью «Европейского языкового портфеля» (ЕЯП), состоящего из «Языкового паспорта», «Языковой биографии» и «Досье», которое включает в себя документы, подтверждающие достижения в области изучения иностранного языка. Языковые навыки определяются на основе языковых уровней «Общеевропейских компетенций владения иностранным языком». В «Языковом паспорте» приводится шкала уровней (таблица самооценки).

Этот «Языковой паспорт» рекомендован для взрослых пользователей (в возрасте от 15 лет).

В «Паспорте» перечисляются языки, которыми в разной степени владеет его обладатель. «Паспорт» содержит:

- языковые умения в соответствии с «Общеевропейскими компетенциями владения иностранным языком»
- сведения об изучении языков и опыте межкультурного общения
- перечень сертификатов и дипломов

Более подробную информацию описания языковых уровней можно найти на сайте Европейского Совета в Интернете:

http://culture.coe.int/lang
см. также: www.linguanet.ru

Language Passport

This document is a record of language skills, qualifications and experiences. It is the 1st part of a European Language Portfolio (ELP) which consists of a Passport, a Language Biography and a Dossier containing materials which document and illustrate experiences and achievements. Language skills are defined in terms of levels of proficiency presented in the document «A Common European Framework of reference for languages: learning, teaching, assessment». The scale is illustrated in this Language Passport (grid for self-assessment).

This Language Passport is recommended for adult users (15+).

The Passport lists the languages that the holder has some competence in. The Contents of this Passport are as follows:

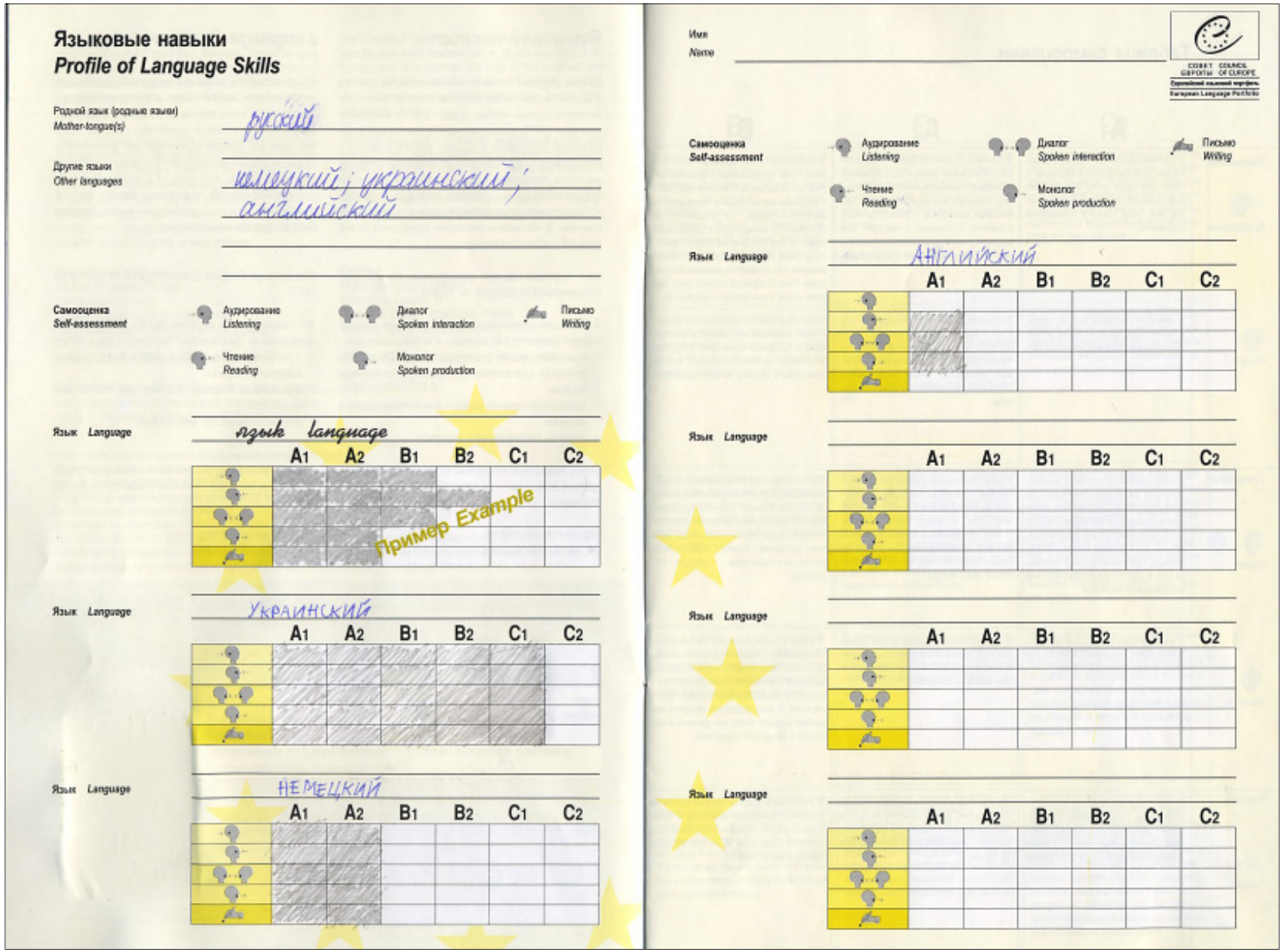
- *a profile of language skills in relation to the Common European Framework*
- *a resume of language learning and intercultural experiences*
- *a record of certificates and diplomas*

For further information, guidance and the levels of proficiency in a range of languages, consult the Council of Europe web site:

http://culture.coe.int/lang
See also: www.linguanet.ru

Имя:
Name:

Дурнок Ольга



Языковые навыки
Profile of Language Skills

Родной язык (родные языки)
Mother-tongue(s): русский

Другие языки
Other languages: немецкий; украинский; английский

Самооценка *Self-assessment*

- Аудирование *Listening*
- Диалог *Spoken interaction*
- Письмо *Writing*
- Чтение *Reading*
- Монолог *Spoken production*

Язык *Language*: язык language

	A1	A2	B1	B2	C1	C2
Аудирование						
Диалог						
Чтение						
Монолог						
Письмо						

Пример Example

Язык *Language*: Украинский

	A1	A2	B1	B2	C1	C2
Аудирование						
Диалог						
Чтение						
Монолог						
Письмо						

Язык *Language*: Немецкий

	A1	A2	B1	B2	C1	C2
Аудирование						
Диалог						
Чтение						
Монолог						
Письмо						

Имя
Name

COUNCIL OF EUROPE
Европейский языковой портфель
European Language Portfolio

Самооценка *Self-assessment*

- Аудирование *Listening*
- Диалог *Spoken interaction*
- Письмо *Writing*
- Чтение *Reading*
- Монолог *Spoken production*

Язык *Language*: Английский

	A1	A2	B1	B2	C1	C2
Аудирование						
Диалог						
Чтение						
Монолог						
Письмо						

Язык *Language*

	A1	A2	B1	B2	C1	C2
Аудирование						
Диалог						
Чтение						
Монолог						
Письмо						

Язык *Language*

	A1	A2	B1	B2	C1	C2
Аудирование						
Диалог						
Чтение						
Монолог						
Письмо						

Язык *Language*

	A1	A2	B1	B2	C1	C2
Аудирование						
Диалог						
Чтение						
Монолог						
Письмо						

Информация об изучении языка и опыте межкультурного общения

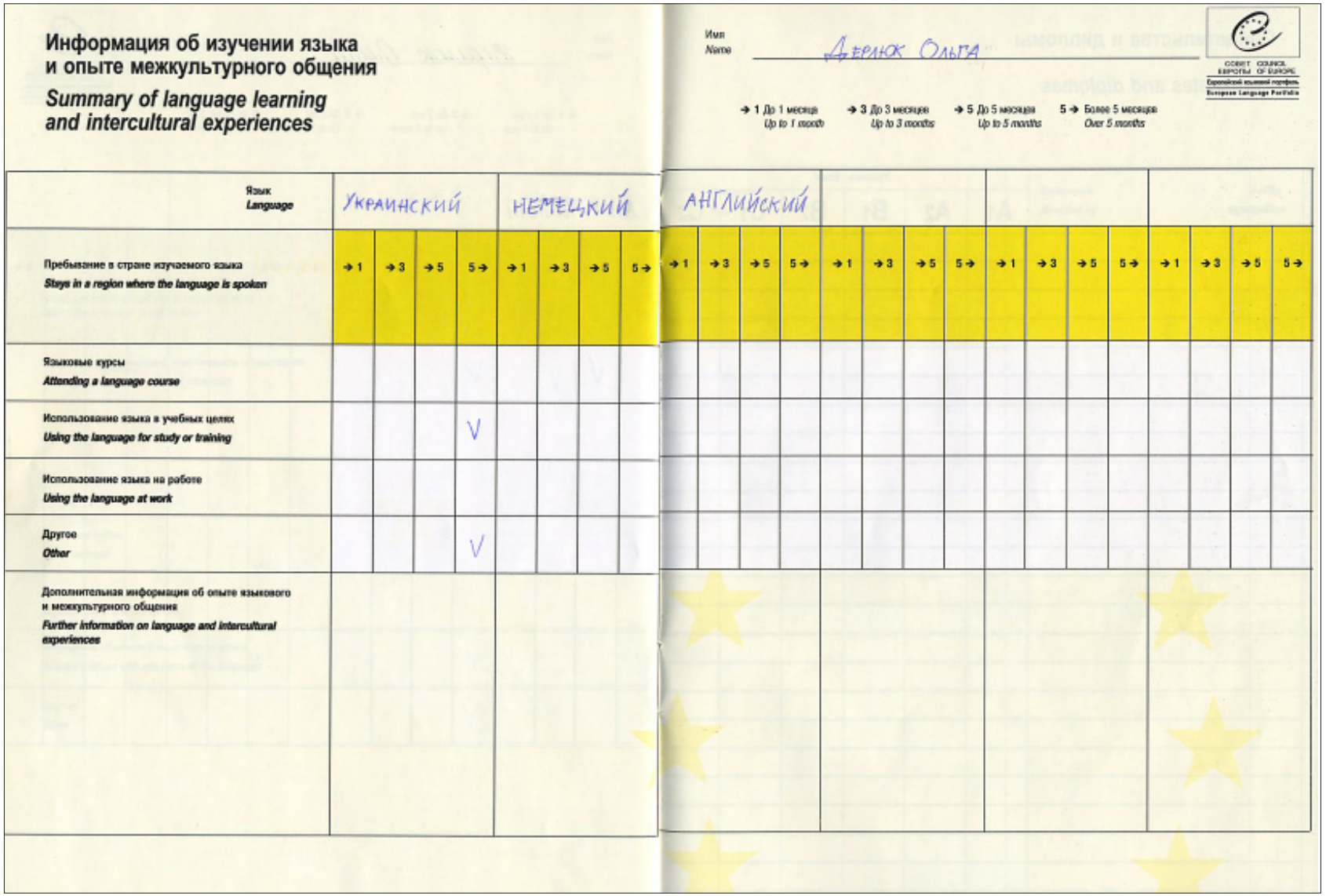
Summary of language learning and intercultural experiences

Имя / *Name* Дерлюк Ольга

COUNCIL OF EUROPE / СОВЕТ ЕВРОПЫ
Европейский языковой портфель / European Language Portfolio

→ 1 До 1 года / *Up to 1 year* → 3 До 3 лет / *Up to 3 years* → 5 До 5 лет / *Up to 5 years* 5 → Более 5 лет / *Over 5 years*

Язык / *Language*	Украинский				Немецкий				Английский															
Изучение языка и коммуникативный опыт в стране / регионе, где данный язык не является родным / *Language learning and use in country/region where the language is not spoken*	→ 1	→ 3	→ 5	5 →	→ 1	→ 3	→ 5	5 →	→ 1	→ 3	→ 5	5 →	→ 1	→ 3	→ 5	5 →	→ 1	→ 3	→ 5	5 →	→ 1	→ 3	→ 5	5 →
Начальное/среднее/проф.-техническое образование / *Primary/secondary/vocational education*				V		V				V														
Высшее образование / *Higher education*																								
Образование взрослых / *Adult education*																								
Языковые курсы / *Other courses*																								
Регулярное использование языка на работе / *Regular use in the workplace*																								
Регулярное общение с носителями языка / *Regular contact with speakers of the language*				V																				
Другое / *Other*				V																				



Информация об изучении языка и опыте межкультурного общения

Summary of language learning and intercultural experiences

Имя / *Name*: Дерлюк Ольга

COUNCIL OF EUROPE — Европейский языковой портфель / European Language Portfolio

→ 1 До 1 месяца / *Up to 1 month* — → 3 До 3 месяцев / *Up to 3 months* — → 5 До 5 месяцев / *Up to 5 months* — 5 → Более 5 месяцев / *Over 5 months*

Язык / *Language*	Украинский				Немецкий				Английский															
Пребывание в стране изучаемого языка / *Stays in a region where the language is spoken*	→ 1	→ 3	→ 5	5 →	→ 1	→ 3	→ 5	5 →	→ 1	→ 3	→ 5	5 →	→ 1	→ 3	→ 5	5 →	→ 1	→ 3	→ 5	5 →	→ 1	→ 3	→ 5	5 →
Языковые курсы / *Attending a language course*							V																	
Использование языка в учебных целях / *Using the language for study or training*				V																				
Использование языка на работе / *Using the language at work*																								
Другое / *Other*				V																				
Дополнительная информация об опыте языкового и межкультурного общения / *Further information on language and intercultural experiences*																								

Имя, фамилия: ***Name, surname:***	Ольга Демюк
Дата рождения: ***Date of birth:***	17 июня 1987г.
Место рождения: ***Place of birth:***	Украина, г. Купянск обл. Харьковская
Национальность: ***Nationality:***	русская

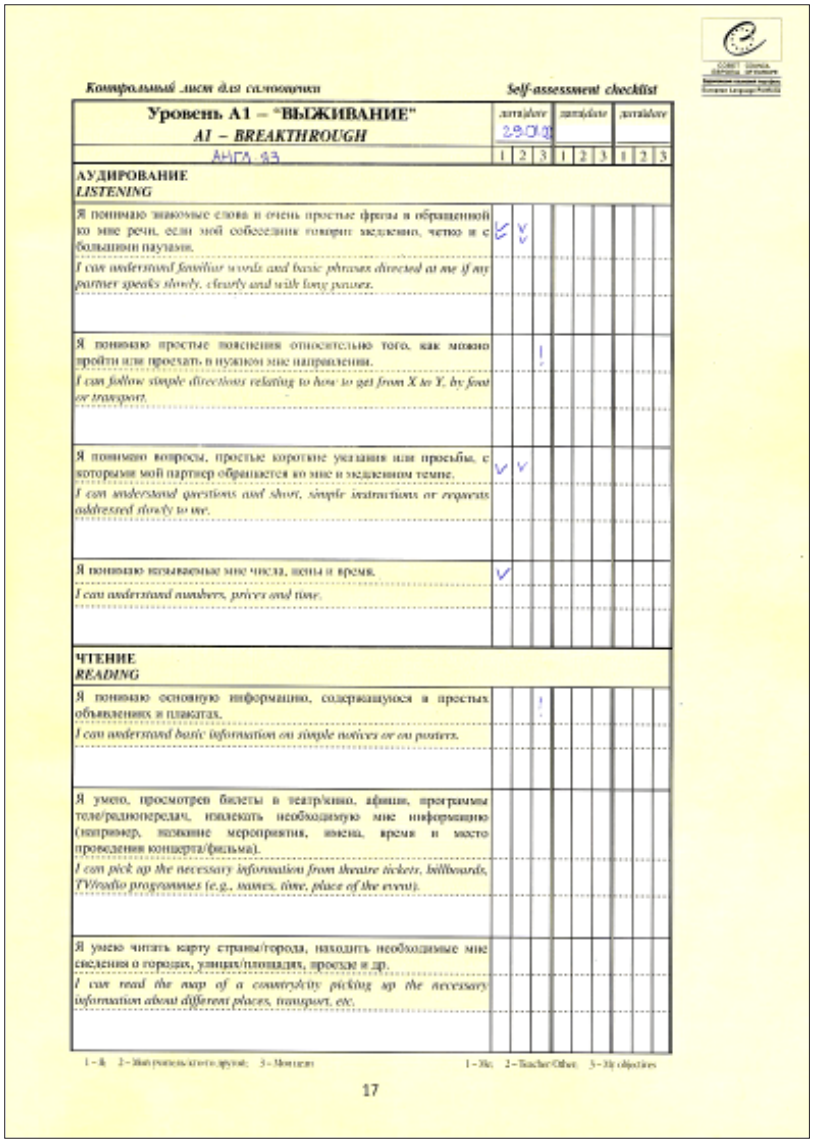
Проекты
(в том числе общеевропейские и международные)

Projects
(including common-European and international projects)

Здесь дается только краткая информация.

Give brief information here.

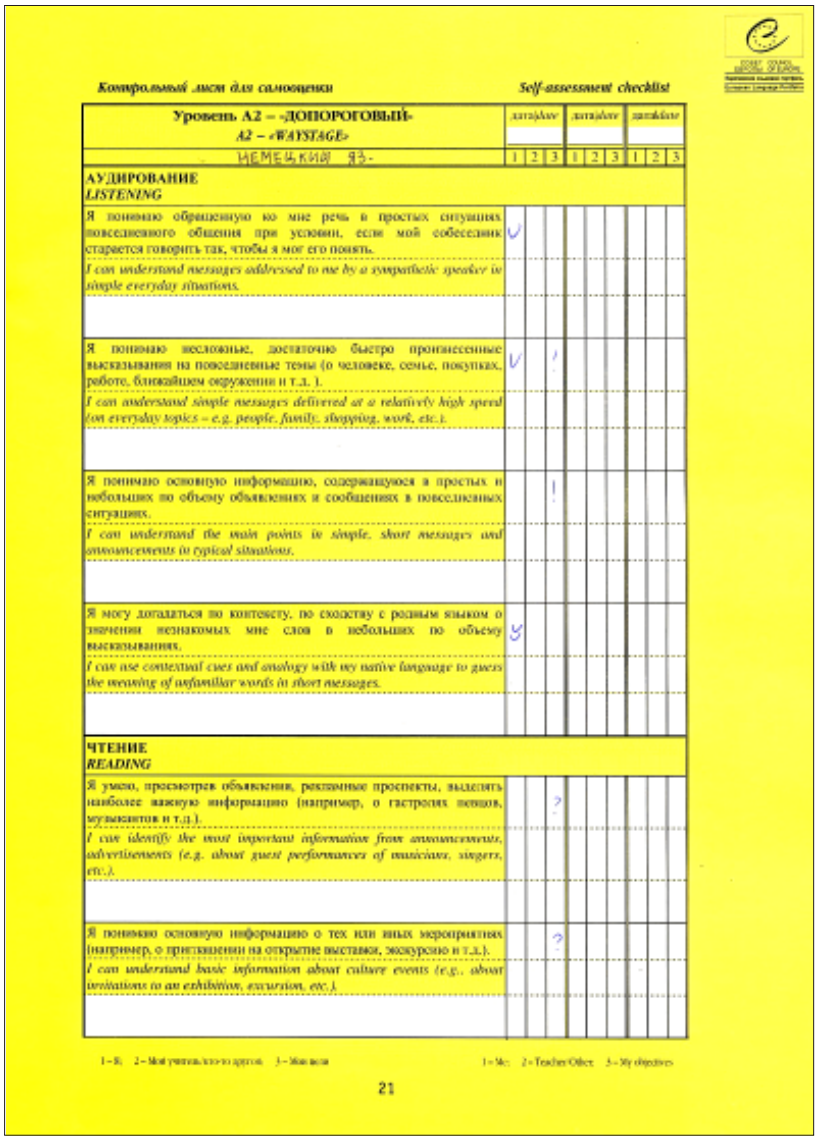
Тема проекта ***Theme of the project***	**Новые знания/навыки, которые я приобрел(а) в этом проекте** ***New knowledge/skills I acquired through my participation***
«Голубые береты» (конкурс ЮНЕСКО, почта. миротв. силы ООН	Расширила свои знания о деятельности «Голубых беретов». Пополнила свой словарный запас.
Конкурс на лучшее исполнение произведений Т.Г. Шевченко	Обогатилась знанием новых поэтических произведений культурологической информации.



Контрольный лист для самооценки — *Self-assessment checklist*

Уровень А1 – "ВЫЖИВАНИЕ" ***A1 – BREAKTHROUGH***	*дата/date* 29.04.93			*дата/date*			*дата/date*		
АНГЛ 93	1	2	3	1	2	3	1	2	3
АУДИРОВАНИЕ ***LISTENING***									
Я понимаю знакомые слова и очень простые фразы в обращенной ко мне речи, если мой собеседник говорит медленно, четко и с большими паузами. *I can understand familiar words and basic phrases directed at me if my partner speaks slowly, clearly and with long pauses.*	V	V							
Я понимаю простые пояснения относительно того, как можно пройти или проехать в нужном мне направлении. *I can follow simple directions relating to how to get from X to Y, by foot or transport.*			!						
Я понимаю вопросы, простые короткие указания или просьбы, с которыми мой партнер обращается ко мне в медленном темпе. *I can understand questions and short, simple instructions or requests addressed slowly to me.*	V	V							
Я понимаю называемые мне числа, цены и время. *I can understand numbers, prices and time.*	V								
ЧТЕНИЕ ***READING***									
Я понимаю основную информацию, содержащуюся в простых объявлениях и плакатах. *I can understand basic information on simple notices or on posters.*			!						
Я умею, просмотрев билеты в театр/кино, афиши, программы теле/радиопередач, извлекать необходимую мне информацию (например, название мероприятия, имена, время и место проведения концерта/фильма). *I can pick up the necessary information from theatre tickets, billboards, TV/radio programmes (e.g., names, time, place of the event).*									
Я умею читать карту страны/города, находить необходимые мне сведения о городах, улицах/площадях, проезде и др. *I can read the map of a country/city picking up the necessary information about different places, transport, etc.*									

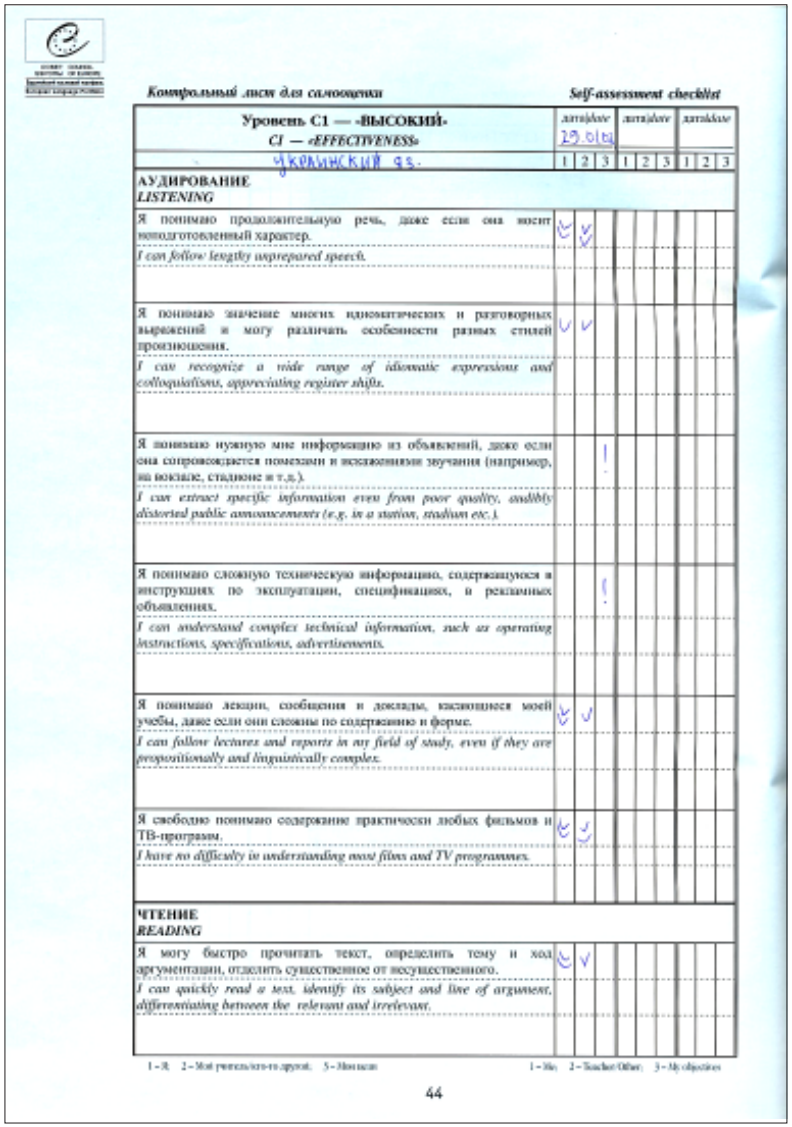
1 – Я; 2 – Мой учитель/его друзья; 3 – Мои цели — 1 – Me; 2 – Teacher/Other; 3 – My objectives



Контрольный лист для самооценки — *Self-assessment checklist*

Уровень А2 – «ДОПОРОГОВЫЙ» ***A2 – «WAYSTAGE»***	*дата/date*			*дата/date*			*дата/date*		
НЕМЕЦКИЙ 93	1	2	3	1	2	3	1	2	3
АУДИРОВАНИЕ ***LISTENING***									
Я понимаю обращенную ко мне речь в простых ситуациях повседневного общения при условии, если мой собеседник старается говорить так, чтобы я мог его понять. *I can understand messages addressed to me by a sympathetic speaker in simple everyday situations.*	V								
Я понимаю несложные, достаточно быстро произнесенные высказывания на повседневные темы (о человеке, семье, покупках, работе, ближайшем окружении и т.д.). *I can understand simple messages delivered at a relatively high speed (on everyday topics – e.g. people, family, shopping, work, etc.).*	V		?						
Я понимаю основную информацию, содержащуюся в простых и небольших по объему объявлениях и сообщениях в повседневных ситуациях. *I can understand the main points in simple, short messages and announcements in typical situations.*			!						
Я могу догадаться по контексту, по сходству с родным языком о значении незнакомых мне слов в небольших по объему высказываниях. *I can use contextual cues and analogy with my native language to guess the meaning of unfamiliar words in short messages.*	V								
ЧТЕНИЕ ***READING***									
Я умею, просмотрев объявления, рекламные проспекты, выделять наиболее важную информацию (например, о гастролях певцов, музыкантов и т.д.). *I can identify the most important information from announcements, advertisements (e.g. about guest performances of musicians, singers, etc.).*			?						
Я понимаю основную информацию о тех или иных мероприятиях (например, о приглашении на открытие выставки, экскурсию и т.д.). *I can understand basic information about culture events (e.g., about invitations to an exhibition, excursion, etc.).*			?						

1 – Я; 2 – Мой учитель/его друзья; 3 – Мои цели — 1 – Me; 2 – Teacher/Other; 3 – My objectives



Контрольный лист для самооценки — *Self-assessment checklist*

Уровень С1 — «ВЫСОКИЙ» / *C1 — «EFFECTIVENESS»*	дата/date 29.01.04			дата/date			дата/date		
Украинский яз.	1	2	3	1	2	3	1	2	3
АУДИРОВАНИЕ / ***LISTENING***									
Я понимаю продолжительную речь, даже если она носит неподготовленный характер. / *I can follow lengthy unprepared speech.*	✓	✓✓							
Я понимаю значение многих идиоматических и разговорных выражений и могу различать особенности разных стилей произношения. / *I can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.*	✓	✓							
Я понимаю нужную мне информацию из объявлений, даже если она сопровождается помехами и искажениями звучания (например, на вокзале, стадионе и т.д.). / *I can extract specific information even from poor quality, audibly distorted public announcements (e.g. in a station, stadium etc.).*			!						
Я понимаю сложную техническую информацию, содержащуюся в инструкциях по эксплуатации, спецификациях, в рекламных объявлениях. / *I can understand complex technical information, such as operating instructions, specifications, advertisements.*			!						
Я понимаю лекции, сообщения и доклады, касающиеся моей учебы, даже если они сложны по содержанию и форме. / *I can follow lectures and reports in my field of study, even if they are propositionally and linguistically complex.*	✓	✓							
Я свободно понимаю содержание практически любых фильмов и ТВ-программ. / *I have no difficulty in understanding most films and TV programmes.*	✓	✓							
ЧТЕНИЕ / ***READING***									
Я могу быстро прочитать текст, определить тему и ход аргументации, отделить существенное от несущественного. / *I can quickly read a text, identify its subject and line of argument, differentiating between the relevant and irrelevant.*	✓	✓							

1 – Я; 2 – Мой учитель/кто-то другой; 3 – Мои цели — 1 – Me; 2 – Teacher/Other; 3 – My objectives

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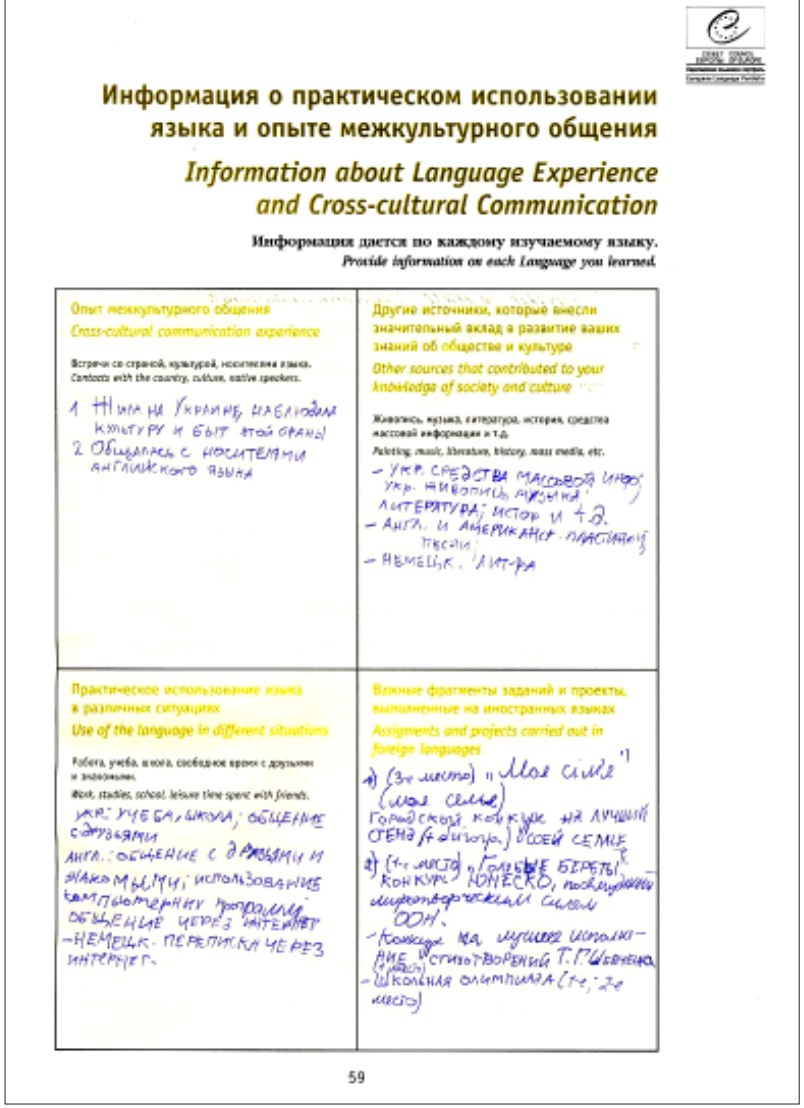

Информация о практическом использовании языка и опыте межкультурного общения

Information about Language Experience and Cross-cultural Communication

Информация дается по каждому изучаемому языку.
Provide information on each Language you learned.

Опыт межкультурного общения / *Cross-cultural communication experience*	Другие источники, которые внесли значительный вклад в развитие ваших знаний об обществе и культуре / *Other sources that contributed to your knowledge of society and culture*
Встречи со страной, культурой, носителями языка. / *Contacts with the country, culture, native speakers.* 1 Жила на Украине, наблюдала культуру и быт этой страны 2 Общалась с носителями английского языка	Живопись, музыка, литература, история, средства массовой информации и т.д. / *Painting, music, literature, history, mass media, etc.* – Укр. средства массовой инфо; укр. живопись, музыка, литература; истор и т.д. – Англ. и американск. пластинки, песни – Немецк. лит-ра
Практическое использование языка в различных ситуациях / ***Use of the language in different situations***	**Важные фрагменты заданий и проекты, выполненные на иностранных языках** / ***Assignments and projects carried out in foreign languages***
Работа, учеба, школа, свободное время с друзьями и знакомыми. / *Work, studies, school, leisure time spent with friends.* Укр.: учеба, школа; общение с друзьями Англ.: общение с друзьями и знакомыми; использование компьютерных программ; общение через интернет – Немецк. переписка через интернет.	1) (3-е место) „Моя сім'я" (моя семья) Городской конкурс на лучший стенд (+ диплом) „Моей семье" 2) (1-е место) „Голубые береты" конкурс ЮНЕСКО, посвященный миротворческим силам ООН. – Конкурс на лучшее исполнение стихотворений Т.Г. Шевченко (1-е место) – Школьная олимпиада (1-е; 2-е место)

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Experimental phase (1999–2000) of use of the ELP in Switzerland

Hans Ulrich Bosshard

Project description

Following initial trials in 1996[1], experimentation with the ELP in Switzerland began in mid-1999. The experimental phase ended in July 2000. Over this period, the Swiss pilot ELP model was used by over 450 classes at all levels from lower secondary up. The classes participating in the pilot project came from nineteen cantons, with about half originating from the Italian-speaking canton of Ticino.

Even during the pilot phase the ELP influenced reform of foreign-language teaching in schools, in particular the "General language teaching concept"[2] of the Swiss Conference of Directors of State Education (CDIP) but also the development of new language syllabuses in central Switzerland and in the canton of Zurich. The ELP was made compulsory in some school sectors in the cantons of Ticino and the Jura (French-speaking).

Based on the results of the experimental phase, the pilot ELP model was revised in a number of respects (graphic design, simpler organisation, introduction of the standard pan-European language passport, checklists). The final version of the Swiss ELP model[3] was validated in November 2000 and made public on 1 March 2001.

The pilot ELP model in Switzerland

Four language versions of the ELP were developed (French, German, Italian, English). The binder (A4 format) was identical for all four versions; it was printed in black and white, with the logos of the Council of Europe and the Swiss CDIP, and in the four languages. The binder contained a number of quadrilingual documents and other documents in a single language according to the language version. The content mainly comprised:

- User information (quadrilingual)
- Part 1: the language passport and documents – a quadrilingual language passport (A6 format) with an illustrated user guide, self-assessment grid on six levels in accordance with the Common European Framework, a list of diplomas, the global scale and other documents
- Part 2: the language learning biography – illustrated user guide, checklists for self-assessment at the six levels
- Part 3: the dossier – illustrated user guide, list of personal work
- Part 4: copiable forms (quadrilingual in part)

Selected examples

All of the examples below originate from the canton of Tessino, where Italian is the official language. The canton has made a considerable contribution to development and distribution of the ELP through the provision of human resources[4]. The canton also brought the ELP into general use within the teaching profession.

a) Examples 1 to 6 are taken from the ELP of Simona Bordoli, a student at the Scuola di diplomo di Canobbio. This upper secondary school is attended by students in the 15–18 age-bracket. In addition to Italian (first language), French and German are compulsory. Students may sit for international certificates in foreign languages (such as the German certificate, level B1). The examples show the three parts of the ELP: the language passport and related

1 Günther Schneider (2000) "Die Entwicklung der Schweizer Version des ELP" ("Development of the Swiss ELP model"), in *Babylonia - Revue pour l'enseignement et l'apprentissage des langues* 4 / 2000, Fondazione Lingue et Culture, Comano TI / CH

2 Swiss Conference of Cantonal Directors of State Education (1998) "What languages should be learned in Switzerland during compulsory schooling?" Report by a group of experts asked to develop a general language teaching concept. Bern.

3 Swiss Conference of Cantonal Directors of State Education (2001), *European Language Portfolio.* Version for young people and adults. Validated model No. 1.2000. Bern Canton School Publishers. Bern.

4 A special tribute should be paid to Dr Christoph Flügel, Head of Languages at the State Education Department of the canton of Ticino, the Swiss national ELP co-ordinator, who died in early December 2001.

documents, the language biography and the dossier.

b) Examples 7 to 11 are taken from the ELPs of three students at the Scuola superiore alberghiera e del turismo di Bellinzona SSAT (a hotel and tourism studies college): Diana Corica (7–8), Ilona Ott (9–10), Eliana Bellini (11). At this service-sector studies college three foreign languages are compulsory – French, German and English. On enrolment, students draw up proficiency profiles for their three foreign languages, based on the ELP self-assessment grid. The examples show two parts of the ELP: the language passport and related documents and the language biography.

Learners' comments

Learners (and teachers) generally had a positive opinion of most of the ELP's main functions and characteristics, in particular:

- the central role of self-assessment and the instruments made available for that purpose;
- the documentation and reporting tools, which make it possible to give an overall idea of proficiency in a number of languages and to guarantee international comparability and recognition of in-school and out-of-school learning.

Negative comments mainly concerned the external form of the pilot version of the ELP (a cumbersome binder, insufficient visual teaching aids) and problems relating to its use in certain circumstances. Some doubts subsisted as to the ELP's usefulness since it was not yet well-known in schools and in firms. Harmonisation between the ELP and traditional teaching (syllabuses, teaching aids, examinations, introduction of self-assessment) was not yet adequate. Because the pilot version was scarcely suitable for under-15s, it was decided to develop an ELP model for young learners.

The following learners' comments have been extracted from the final assessment questionnaires:[5]

"The ELP is a good means of assessing one's level of proficiency and setting oneself objectives, but it doesn't replace your exercise book." (a lower secondary school pupil)

"With the ELP I can show what I have learned in all the languages I know." (a Kosovar pupil at lower secondary level)

"Why not include tests? Learners who made no - or only one or two - mistakes when doing the test could conclude that they had reached that level of proficiency." (an upper secondary school pupil)

"It is in fact useful but after a while you get bored." (an upper secondary school pupil)

"The ELP should be used right from the start of learning a foreign language. This would give people more motivation to work with the ELP." (a grammar school pupil)

"With maturity the ELP becomes superfluous." (a grammar school pupil)

"The ELP is a private matter. Teachers should not spend too much time on it." (a grammar school pupil)

"It's a good idea, but the ELP should be standardised and brought into general use. Otherwise, there isn't much point to it. If the ELP is not an official document that must, for example, be presented to an employer, it undoubtedly loses its importance." (a student at the "école universitaire professionnelle")

5 Peter Lenz (August 2000), "Piloting the Swiss Model of the European Language Portfolio May 1999-June 2000. Evaluator's Final Report", Freiburg, Centre for Language Education and Research (www.unifr.ch/ids/Portfolio)

Elenco dei diplomi e certificati

II 1/2

Segnare con una crocetta quali documenti si trovano nel Passaporto linguistico:

Lingua	Titolo dell'esame finale	Data	Attestato di diploma, certificato	Classificazione secondo i livelli del Consiglio d'Europa	Descrizione dell'esame
TEDESCO	(notazione continua) Licenza di Scuola Media	Giugno 1999			
TEDESCO	Certificato WBT	5.5. 2001	X	B1	W.B.T

Example 1: Language passport – list of diplomas and certificates

Attestato

Attestato di partecipazione a un insegnamento bilingue o per immersione
Bestätigung über die Teilnahme an bilingualem Unterricht / Immersionsunterricht
Attestation de participation à un enseignement bilingue ou en immersion
Attestation of Participation in Bi-Lingual Teaching / Immersion Teaching

I 1/7

Lingua di lavoro / Arbeitssprache / Langue de travail / Language of Instruction: FRANCESE

Materia/e / im Fach / in den Fächern / Branche(s) / Subject(s): PEDAGOGIA

Classe/i / In der / den Klasse(n) / Classe(s) / In class(es): 3D

dal / in der Zeit vom / du / from: 3.09 — al / bis / au / to: 19.06

Osservazioni / Bemerkungen / Remarques / Comments:

Ho frequentato un corso di pedagogia in francese durante tutto l'anno scolastico 2001-2002

Luogo / Data / Ort / Datum / Lieu / Date / Place / Date

Timbro della scuola / istituzione / Stempel der Schule / Institution / Timbre de l'école / institution / Stamp of School / Institution

Example 2: Language passport – record of participation in bilingual class

La mia biografia personale di apprendimento linguistico

2
2

iniziata il: 8.02.2000

Documentazione cronologica delle esperienze di apprendimento linguistico.

Anno ev. data	Scuola / corsi (con indicazioni della durata, del numero di ore, dell'intensità). Lingue parlate dall'infanzia. Regioni linguistiche nelle quali ho vissuto. Uso della lingua sul lavoro, durante la formazione, tra conoscenti, in viaggi. Esperienze di apprendimento linguistico, progressi nell'apprendimento.
	Già da piccola parlavo il tedesco, visto che i miei genitori sono nati e cresciuti in Svizzera-Tedesca.
1996-1997	Ho iniziato a studiare il tedesco alle Scuole Medie, abbiamo letto un libro e fatto molti temi. Sono già andata a Lucerna, a Zurigo e vado ogni anno nei Grigioni dai miei nonni e dai miei zii, essi parlano solo il tedesco. Ha casa ho molti libri in tedesco di mia madre, e quando ne ho voglia li leggo anch'io
1999	Ho iniziato a scrivere delle lettere in tedesco a mia cugina.
2001	Ho ricevuto il certificato di tedesco (Goethe Institut corso WB1)

Example 3.1: Language biography – German (in Italian L1)

simona zordoli 3b. 8.09.2001

Biografia di francese

1992 - 1993 : scuole elementari ; con l'aiuto di cartellini ho iniziato a imparare le prime, semplici parole.

1995 : vacanza in Francia ; ho imparato a salutare, a ordinare il mangiare e il bere, ...

1995 - 1996 : scuole medie ; ho avuto altri quattro anni per migliorarmi nel parlare e nello scrivere.

1998 : Strasburgo, visita della città con la famiglia, seguivo e ascoltavo le guide nei musei.

1999 : Propedeutica, il mio francese migliora sempre più.

2001 : Pasqua a Parigi ; non ho più avuto problemi nel comunicare.

2001 : vicini di casa francesi ; può darsi che in certe circostanze dovrò parlare con loro il francese.

Example 3.2: Language biography – French (in Italian L1)

b Lista di controllo per l'autovalutazione

Livello **B1** **2** 3.3

Lingua: FRANCESE 28.09.'01

Impiegare i seguenti segni:
Nelle colonne **1** *e* **2**
✓ *Sono in grado di fare ciò in circostanze normali*
✓✓ *Sono in grado di fare ciò senza difficoltà*

Nella colonna **3**
! *Questo è un mio obiettivo*
!! *Questo è per me prioritario*

Leggere	Io 1	Insegnante / Altri 2	Obiettivi personali 3
Sono in grado di capire i punti essenziali di brevi articoli di giornale su temi attuali e noti.	✓	✓	
Sono in grado di leggere e capire testi specialistici, semplici e destinati a un vasto pubblico, in cui si tratta di temi che sono in relazione con i miei interessi o il mio ambito di lavoro.	✓	✓	
Sono in grado di leggere in giornali o riviste commenti e interviste in cui qualcuno prende posizione su temi o avvenimenti di attualità e capire le argomentazioni essenziali.	✓	✓	
Sono in grado di desumere dal contesto il significato di singole parole sconosciute, riuscendo così a capire il senso delle argomentazioni, se il tema mi è già noto.	✓	✓	
Sono in grado di scorrere velocemente brevi testi (per es. notizie in breve) e trovare fatti e informazioni importanti (per es. chi ha fatto qualcosa e dove).			
Sono in grado di desumere informazioni importanti da brevi testi ufficiali, destinati al pubblico (per es. ordinanze della scuola o comunale).			
Sono in grado di capire le informazioni più importanti di brevi e semplici pubblicazioni informative sull'attualità.			
Sono in grado di capire semplici comunicazioni o lettere tipo per es. di ditte, società o autorità.			
Nel caso di lettere private sono in grado di capire quello che vien scritto su avvenimenti, sentimenti o desideri, abbastanza da poter in seguito tenere una corrispondenza regolare con una persona.			
Sono in grado di usare moduli (per es. di un programma informatico di corrispondenza) destinati alla compilazione di lettere private standard, abbastanza da poterli adattare a situazioni determinate.			
Sono in grado di leggere testi letterari che si fondano essenzialmente sul vocabolario di base e trattano di un evento concreto.	✓	✓	
Sono in grado di capire la trama di una storia, se è ben strutturata, e riconoscere gli episodi e gli avvenimenti più significativi.			

Example 4.1: Language biography – self-assessment checklist (French reading)

Impiegare i seguenti segni:
Nelle colonne **1** *e* **2**
✓ *Sono in grado di fare ciò in circostanze normali*
✓✓ *Sono in grado di fare ciò senza difficoltà*

Nella colonna **3**
! *Questo è un mio obiettivo*
!! *Questo è per me prioritario*

Livello **B1**

Scrivere	Io 1	Insegnante / Altri 2	Obiettivi personali 3
Sono in grado di scrivere in maniera semplice e chiara di me e di cose a me note e che mi interessano personalmente.	✓✓	✓	
Sono in grado di scrivere in maniera semplice su temi diversi che incontrano il mio interesse ed esprimere opinioni e idee personali.	✓✓	✓	
Sono in grado di scrivere brevi e semplici testi su esperienze o avvenimenti per il giornalino della scuola o di una società, per es. su un viaggio.	✓	✓	
Sono in grado di scrivere lettere personali ad amici o conoscenti, chiedendo o raccontando novità o informando su cose successe.	✓	✓	
Sono in grado di scrivere in una lettera personale su un film o un concerto.	✓		
Sono in grado di esprimere per scritto sentimenti come tristezza, gioia, interesse, rincrescimento o la partecipazione a un evento.		✓	!
Sono in grado di reagire per scritto ad annunci e richiedere informazioni più precise su un prodotto (per es. su un'automobile o un corso).			!
Sono in grado di trasmettere o richiedere per fax, e-mail, o tramite un foglietto informativo, brevi e semplici informazioni specialistiche ad amici o collaboratori.	✓	✓	
Nell'ambito di un concorso sono in grado di stendere un curriculum vitae sotto forma di modulo.			!
Dispongo di un vocabolario abbastanza grande per scrivere in maniera relativamente scorrevole e ben comprensibile sulla maggior parte delle tematiche relative alla vita quotidiana (famiglia, interessi).	✓	✓	
Sono in grado di scrivere un testo articolato su un tema noto e mettere in evidenza i punti essenziali.			!!

Example 4.2: Language biography – self-assessment checklist (French writing)

Dossier: Elenco dei lavori

3
1

	a	b
1	Lavoro individuale	Lavoro di gruppo
2	Esempio di un mio lavoro tipico	Il mio lavoro migliore
3	Risultato di una produzione spontanea	Prodotto finale corretto e rivisto
4	Tappa precedente nel mio processo d'apprendimento	Il mio livello attuale

* Indicare in questa colonna tutte le categorie che caratterizzano il singolo lavoro. Utilizzare le abbreviazioni (ad esempio **2a / 1b**, ecc).

Doc. No.	Tipo di documento *(per es.: Lettera a una ditta)*	Lingua	Data	Genere di lavoro *
	lettera amicale	Francese	25.1.'01	1A 3B
	Argomentazione Ripresa di idee (da testi, video)	Francese	19.10.'01	1A 3B
	le livre des contes	Francese	'99-'00	1B 3B
	les poèmes	Francese	'99-'00	1B 3B
	Histoire → procès d'un chien	Francese	marzo 2001	1B 3B

Example 5: Dossier – list of documents

La mort

C'est une chose triste,
c'est une chose terrible,
c'est une chose à laquelle personne ne peut pas
échapper.
c'est une chose heureuse
c'est une chose belle
c'est une chose à laquelle personne ne peut pas
Echapper.
C'est une chose qui peut être utile ou inutile.
Vis la vie comme tu peux, parce que comme tu veux,
tu ne peux pas.
(Francesco, Elisa, Claudia)

Deux amours perdus

Toi et moi un seul souffle
Toi et moi un seul battement de cour
Toi et moi une seule chose.
Toi qui m'as enlevé pour me laisser
Dans ma solitude
Toi qui étais une partie de moi,
toi qui restera toujours dans mon cœur.
(Nicoletta, Stefania L.)

L'homme de mes rêves

L'homme de mes rêves doit être…
.quelqu'un qui m'aide dans les moments
difficiles de la vie…
…quelqu'un à qui je me fie…
…quelqu'un qui m'écoute tous les jours...
....quelqu'un qui m'exalte….
…quelqu'un qui se confie en moi…
…quelqu'un qui me protège…
Est-il seulement un rêve?
(Morena, Enrica)

L'amitié

L'amitié est plus importante que l'amour
L'amitié est quelqu'un qui t'écoute, qui te console,
qui te donne des conseils.
L'amitié existe partout
L'amitié n'est pas menteuse
Le cœur est la partie du corps d'où vient l'amitié
Enfin l'amitié c'est la chose la plus belle
De la vie.
(Mara, Simona, Luisa)

Example 6.1: Dossier – group work

Simone Bardoli 3D. 9.11.2001

"Changer de vie„

Tout d'abord je veux dire que j'éstime beaucoup les personne citées dans le texte que nous avons lu; elles ont eu un grand courage pour changer radicalement leur vie.
Cependant je ne suis pas d'accord avec le choix de Daniela; je ne serais jamais capable de changer comme elle l'a fait.
Selon moi "changer de vie„ cela veut dire changer de travail, changer de ville, pour commencer quelque chose de nouveau,... mais pas se faire opérer pour devenir un homme!
C'est vrai qu'elle était mal dans sa peau, qu'elle se sentait de toujours un homme, mais mon opinion est que nous sommes nés comme-ça, Dieu nous a créés avec le but d'avoir un monde varié, avec différentes races, deux sexes, alors pourquoi changer?
Avec les décisions prises par les autres personnes "connues„ grâce à la vidéo, je suis déjà plus d'accord.
Elles ont voulu commencer une nouvelle vie, commencer un nouveau travail ou seulement réaliser un rêve; ça on peut le faire, beaucoup de gens l'ont fait.
Je ne veux pas dire que Daniela n'a pas eu le droit de devenir un homme, je veux seulement dire que "changer de vie„ pour moi c'est toute autre chose.
Maintenant venons à moi. Je suis très contente de ma vie, je prends les jours comme ils viement et je me sents bien dans ma peau.
J'ai une famille superbe, je vie dans une belle maison et, grâce à mes études, un jour je pourrai faire un travail qui me satisfait.
Le rêve, le plus grand que j'ai, est celui d'aller au Brésil.
C'est pour ça que je partage la décisione de Laurence et Ronald, moi aussi, j'irais vivre, pour un peu de temps dans un autre pays.
Le Brésil c'est un pays très beau pour moi, son Carneval, ses fêtes magnifiques, et j'espère qu'une fois, je pourrai aller dans ce fascinant endroit.
Pour conclure je veux dire que toutes les personnes doivent être contentes de ce qu'elles sont et de ce qu'elles ont.

Example 6.2: Dossier – discursive text

Stefania Solazzi, Milani, Simona Bordoli 2D 15/3/2001

Résumé

Une chienne qui s'appelle Pacifique a été offert a Jane Taylor, qui est un jeune de 34 ans qui habite à Liverpool et qui est aveugle.
Bientôt, Pacifique apprend à remplacer les yeux de Jane et aussi à le conduire.
En 1951, un chirurgien propose à l'homme de se faire hospitaliser; il extrait le fragment de granade qui est la cause de la cécité de Jane.
L'operation est bien passée et Jane peut voir pour la première fois sa chienne.
Grâce à l'amour pour Pacifique et à sa bonne volonté, il devient peintre animalier.
En printemps il fait la conaissance de Joe Gordon, un ancien conducteur de camions de 53 ans, aveugle lui aussi.
Etant donné que Joe Gordon ne sort plus de la maison, Jane décide de lui donner sa chienne.
Ils apprennent à travailler ensemble mais, pour le moment, sous la guide de Jane Taylor.
De semaine en semaine, ils font des progrès et Joe Gordon devient autonome avec son nouvelle guide.
Trois années plus tard Joe Gordon devient standardiste et Jane Taylor se marie et a deux enfants.
Mais un jour, Jane vient à savoir que son ami a été renversé per une voiture et qu'il meurt; de cette tragèdie est accusé Pacifique.
Jane Taylor retourne a Liverpool parce que touts les gens veulent poursuivre la peuvre Pacifique.
Mais Jane, avec des spécialistes, dècouvre la verité: la feute n'est pas à Pacifique, mais à la conductrice de la voiture Ms. Rosemary Shillabeer.
En effet la conductrice s'était arrêtée pour laisser passer Joe et Pacifique; mais quand le pouvre aveugle était sur le passage clouté la voiture l'a renversé.
Quelques mois plus tard la chienne commence à promener un autre aveugle et quand elle devient ancienne, elle va à vivre avec son ancien proprétaire âgé de 65 ans.
Pour se rappeler de la chienne tous les petites chiens s'appelleront Pacifique.

FINE

Example 6.3: Dossier – group work: a précis

SELBSTEVALUATION / PROFIL

NAME: Diana, August / September 2001

SPRACHE: DEUTSCH

Kompetenz	A1	A2	B1	B2	C1	C2
HÖREN				X		
LESEN					X	
AN GESPRÄCHEN TEILNEHMEN				X		
ZUSAMMENHÄNGEND SPRECHEN				X		
SCHREIBEN					X	
SPRACHAUFENTHALTE/ DIPLOME:	D - Kirchheim 3 Wochen/199					

SPRACHE: FRANZÖSISCH

Kompetenz	A1	A2	B1	B2	C1	C2
HÖREN			X			
LESEN			X			
AN GESPRÄCHEN TEILNEHMEN				X		
ZUSAMMENHÄNGEND SPRECHEN			X			
SCHREIBEN				X		
SPRACHAUFENTHALTE/ DIPLOME:	—					

SPRACHE: ENGLISCH

Kompetenz	A1	A2	B1	B2	C1	C2
HÖREN			X			
LESEN			X			
AN GESPRÄCHEN TEILNEHMEN		X				
ZUSAMMENHÄNGEND SPRECHEN		X				
SCHREIBEN		X				
SPRACHAUFENTHALTE/ DIPLOME:	GB - London 4 Wochen/2000					

SPRACHE: ...../.....

Kompetenz	A1	A2	B1	B2	C1	C2
HÖREN						
LESEN						
AN GESPRÄCHEN TEILNEHMEN						
ZUSAMMENHÄNGEND SPRECHEN						
SCHREIBEN						
SPRACHAUFENTHALTE/ DIPLOME:						

SELBSTEVALUATION BEI EINSCHREIBUNG AN DIE *SSAT (SCUOLA SUPERIORE ALBERGHIERA E DEL TURISMO, CH-BELLINZONA)* AUF GRUND DES PORTFOLIO-RASTERS ZUR SELBSTEVALUATION (FORMULAR 1.1), Materialien ursprünglich auf Italienisch.

Selbstevaluation Profil allg.doc

Example 7: Language passport – self-evaluation on enrolment in course

Attestato

1

Attestato di soggiorno linguistico in una regione di lingua straniera
Bestätigung über einen Aufenthalt im fremden Sprachgebiet
Attestation de séjour linguistique dans une région de langue étrangère
Attestation of a Language Learning Stay Abroad

Lingua / Sprache / Langue / Language: English

Soggiorno a / Aufenthalt in / Séjour à / in: Hampton Court - London (GB)

dal / in der Zeit vom / du / from: 1.07.2000 al / bis / au / to: 29.07.2000

Tipo di soggiorno / Art des Aufenthalts / Type de séjour / Type of stay

- ☐ frequenza di una scuola pubblica/privata / Besuch einer öffentlichen oder privaten Schule / fréquentation d'une école publique/privée / attending a state/private school
- ☒ frequenza di una scuola di lingue / Besuch einer Sprachschule / fréquentation d'une école de langues / attending a language school
- ☐ come ospite in una famiglia (ev. scambio durante le vacanze) / als Gast in einer Familie (evtl. Ferienaustausch) / comme hôte dans une famille (év. échange pendant les vacances) / staying as a guest in a family (perhaps on a holiday exchange programme)
- ☐ stage / Praktikum / stage / short-term work experience
- ☐ soggiorno professionale / Arbeitsaufenthalt / séjour professionnel / work experience
- ☐ altro / Andere / autre / other

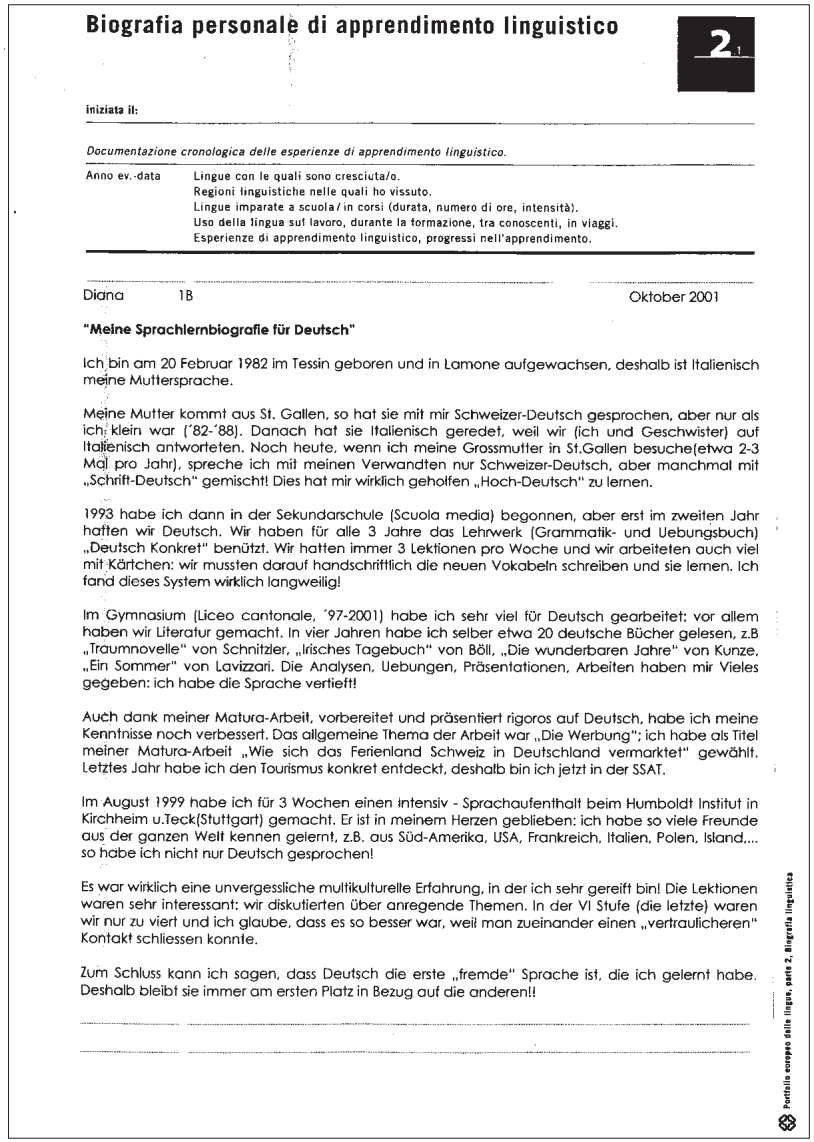
Osservazioni / Bemerkungen / Remarques / Comments:

Name of school: Harrow House College
- corso intensivo di 30 ore settimanali
- Upper Intermediate level
→ Certificate of Studies, at the end of the course

Luogo / Data / Ort / Datum / Lieu / Date / Place / Date

Timbro della scuola / istituzione / famiglia / Stempel der Schule / Institution / Familie / Timbre de l'école / institution / famille / Stamp of School / Institution / Family

Example 8: Language passport – record of a stay in England



Biografia personale di apprendimento linguistico

2

iniziata il:

Documentazione cronologica delle esperienze di apprendimento linguistico.

Anno ev.-data	Lingue con le quali sono cresciuta/o. Regioni linguistiche nelle quali ho vissuto. Lingue imparate a scuola / in corsi (durata, numero di ore, intensità). Uso della lingua sul lavoro, durante la formazione, tra conoscenti, in viaggi. Esperienze di apprendimento linguistico, progressi nell'apprendimento.

Diana 1B Oktober 2001

"Meine Sprachlernbiografie für Deutsch"

Ich bin am 20 Februar 1982 im Tessin geboren und in Lamone aufgewachsen, deshalb ist Italienisch meine Muttersprache.

Meine Mutter kommt aus St. Gallen, so hat sie mit mir Schweizer-Deutsch gesprochen, aber nur als ich klein war ('82-'88). Danach hat sie Italienisch geredet, weil wir (ich und Geschwister) auf Italienisch antworteten. Noch heute, wenn ich meine Grossmutter in St.Gallen besuche(etwa 2-3 Mal pro Jahr), spreche ich mit meinen Verwandten nur Schweizer-Deutsch, aber manchmal mit „Schrift-Deutsch" gemischt! Dies hat mir wirklich geholfen „Hoch-Deutsch" zu lernen.

1993 habe ich dann in der Sekundarschule (Scuola media) begonnen, aber erst im zweiten Jahr hatten wir Deutsch. Wir haben für alle 3 Jahre das Lehrwerk (Grammatik- und Uebungsbuch) „Deutsch Konkret" benützt. Wir hatten immer 3 Lektionen pro Woche und wir arbeiteten auch viel mit Kärtchen: wir mussten darauf handschrifttlich die neuen Vokabeln schreiben und sie lernen. Ich fand dieses System wirklich langweilig!

Im Gymnasium (Liceo cantonale, '97-2001) habe ich sehr viel für Deutsch gearbeitet: vor allem haben wir Literatur gemacht. In vier Jahren habe ich selber etwa 20 deutsche Bücher gelesen, z.B „Traumnovelle" von Schnitzler, „Irisches Tagebuch" von Böll, „Die wunderbaren Jahre" von Kunze, „Ein Sommer" von Lavizzari. Die Analysen, Uebungen, Präsentationen, Arbeiten haben mir Vieles gegeben: ich habe die Sprache vertieft!

Auch dank meiner Matura-Arbeit, vorbereitet und präsentiert rigoros auf Deutsch, habe ich meine Kenntnisse noch verbessert. Das allgemeine Thema der Arbeit war „Die Werbung"; ich habe als Titel meiner Matura-Arbeit „Wie sich das Ferienland Schweiz in Deutschland vermarktet" gewählt. Letztes Jahr habe ich den Tourismus konkret entdeckt, deshalb bin ich jetzt in der SSAT.

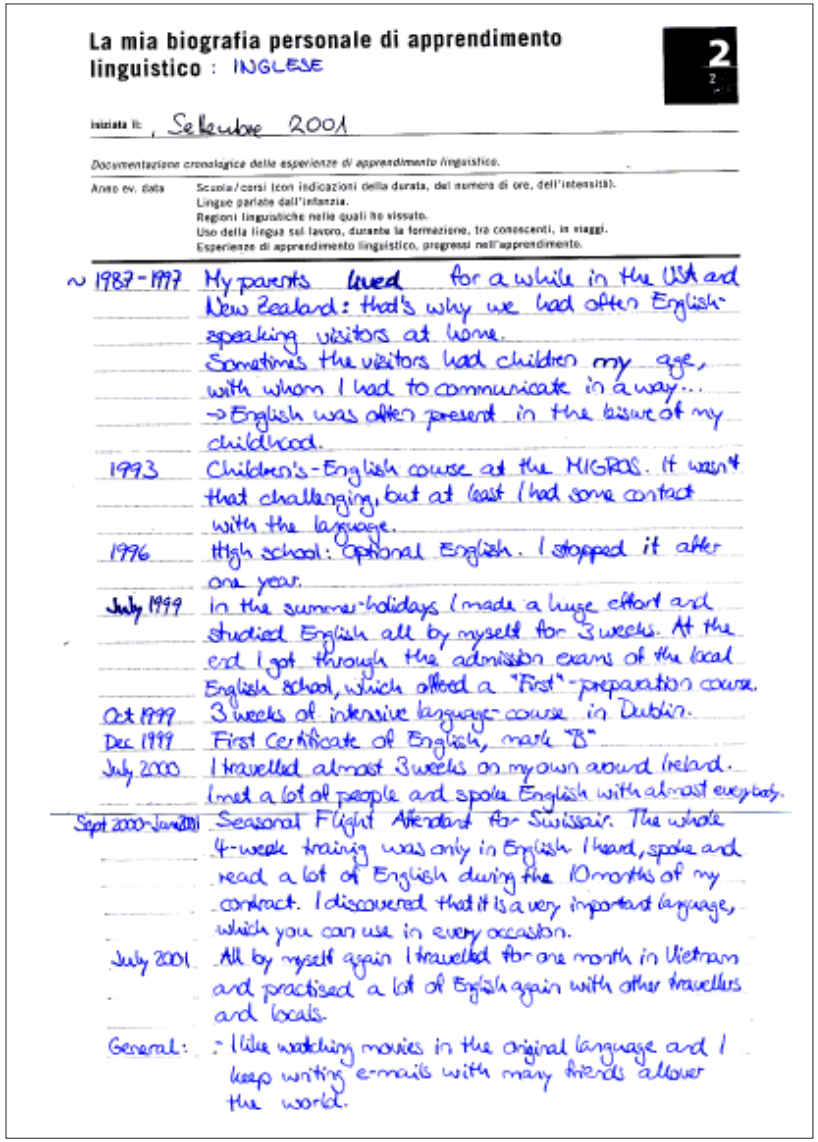
Im August 1999 habe ich für 3 Wochen einen intensiv - Sprachaufenthalt beim Humboldt Institut in Kirchheim u.Teck(Stuttgart) gemacht. Er ist in meinem Herzen geblieben: ich habe so viele Freunde aus der ganzen Welt kennen gelernt, z.B. aus Süd-Amerika, USA, Frankreich, Italien, Polen, Island,... so habe ich nicht nur Deutsch gesprochen!

Es war wirklich eine unvergessliche multikulturelle Erfahrung, in der ich sehr gereift bin! Die Lektionen waren sehr interessant: wir diskutierten über anregende Themen. In der VI Stufe (die letzte) waren wir nur zu viert und ich glaube, dass es so besser war, weil man zueinander einen „vertrauticheren" Kontakt schliessen konnte.

Zum Schluss kann ich sagen, dass Deutsch die erste „fremde" Sprache ist, die ich gelernt habe. Deshalb bleibt sie immer am ersten Platz in Bezug auf die anderen!!

Portfolio europeo delle lingue, parte 2, Biografia linguistica

Example 9: Language biography – German (in German L2)



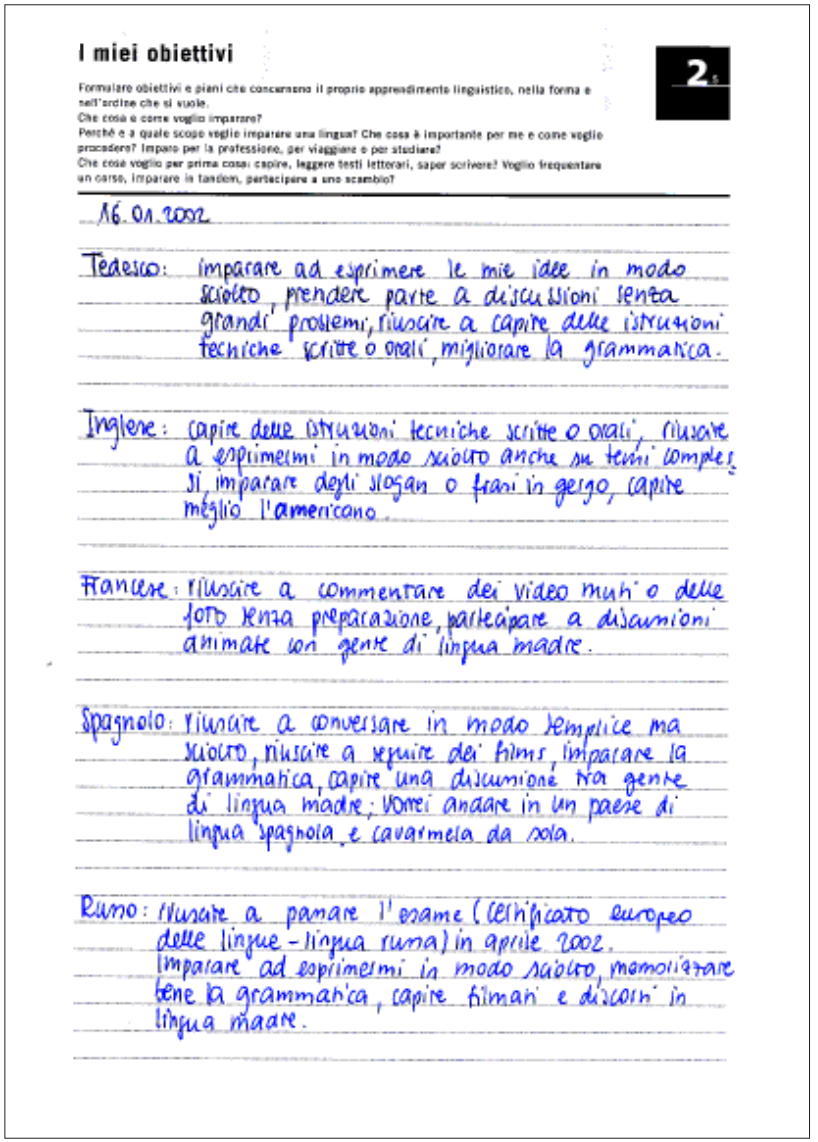
La mia biografia personale di apprendimento linguistico : INGLESE 2

Iniziata il: , Settembre 2001

Documentazione cronologica delle esperienze di apprendimento linguistico.

Anno ev. data	Scuola / corsi (con indicazioni della durata, del numero di ore, dell'intensità). Lingue parlate dall'infanzia. Regioni linguistiche nelle quali ho vissuto. Uso della lingua sul lavoro, durante la formazione, tra conoscenti, in viaggi. Esperienze di apprendimento linguistico, progressi nell'apprendimento.
~ 1987-1997	My parents lived for a while in the USA and New Zealand: that's why we had often English-speaking visitors at home. Sometimes the visitors had children my age, with whom I had to communicate in a way... → English was often present in the leisure of my childhood.
1993	Children's-English course at the MIGROS. It wasn't that challenging, but at least I had some contact with the language.
1996	High school: Optional English. I stopped it after one year.
July 1999	In the summer-holidays I made a huge effort and studied English all by myself for 3 weeks. At the end I got through the admission exams of the local English school, which offered a "First"-preparation course.
Oct 1999	3 weeks of intensive language-course in Dublin.
Dec 1999	First Certificate of English, mark "B"
July 2000	I travelled almost 3 weeks on my own around Ireland. I met a lot of people and spoke English with almost everybody.
Sept 2000-Jan 2001	Seasonal Flight Attendant for Swissair. The whole 4-week training was only in English. I heard, spoke and read a lot of English during the 10 months of my contract. I discovered that it is a very important language, which you can use in every occasion.
July 2001	All by myself again I travelled for one month in Vietnam and practised a lot of English again with other travellers and locals.
General:	I like watching movies in the original language and I keep writing e-mails with many friends allover the world.

Example 10: Language biography – English (in English L2)



I miei obiettivi 2

Formulare obiettivi e piani che concernono il proprio apprendimento linguistico, nella forma e nell'ordine che si vuole.
Che cosa e come voglio imparare?
Perché e a quale scopo voglio imparare una lingua? Che cosa è importante per me e come voglio procedere? Imparo per la professione, per viaggiare o per studiare?
Che cose voglio per prima cosa: capire, leggere testi letterari, saper scrivere? Voglio frequentare un corso, imparare in tandem, partecipare a uno scambio?

16.01.2002

Tedesco: imparare ad esprimere le mie idee in modo sciolto, prendere parte a discussioni senza grandi problemi, riuscire a capire delle istruzioni tecniche scritte o orali, migliorare la grammatica.

Inglese: capire delle istruzioni tecniche scritte o orali, riuscire a esprimermi in modo sciolto anche su temi complessi, sì imparare degli slogan o frasi in gergo, capire meglio l'americano.

Francese: riuscire a commentare dei video miei o delle loro senza preparazione, partecipare a discussioni animate con gente di lingua madre.

Spagnolo: riuscire a conversare in modo semplice ma sciolto, riuscire a seguire dei films, imparare la grammatica, capire una discussione tra gente di lingua madre; vorrei andare in un paese di lingua spagnola e cavarmela da sola.

Russo: riuscire a passare l'esame (certificato europeo delle lingue - lingua russa) in aprile 2002. Imparare ad esprimermi in modo sciolto, memorizzare bene la grammatica, capire filmati e discorsi in lingua madre.

Example 11: Learning targets for German, English, French, Spanish, Russian (in Italian L1)