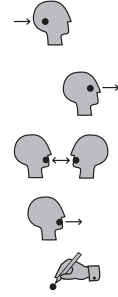




Information brochure  
Informationsbroschüre  
Brochure d'information  
Opuscolo informativo

Swiss version  
Schweizer Version  
Version suisse  
Versione svizzera



Portfolio européen des langues  
Portfolio europeo delle lingue

European Language Portfolio  
Europäisches Sprachenportfolio

## Contents

*Introduction* ..... 1

*Tips and information on how to use the  
European Language Portfolio :*

<b>A</b>	for the learner ..... 4
<b>B</b>	for the teacher ..... 5
<b>C</b>	for schools and other educational and testing institutions ..... 7
<b>D</b>	for employers ..... 8

## The Council of Europe is opening prospects: a European Language Portfolio exists in Switzerland too

The **European Language Portfolio (ELP)** is a document which gives a “visible” representation of language proficiency acquired inside or outside school. Young people and adults can use the ELP to evaluate and describe their own language proficiency, using a 6-level scale which has been developed by the Council of Europe. They can indicate the level reached on finishing school or on obtaining diplomas or language certificates, and list their language experiences inside or outside school in a way which is comprehensible to everyone. Finally the users can explain to anyone interested in a clear and unambiguous way what they are able to do in and with various languages by making reference to the 6 levels of competence, valid for the whole of Europe. These competence levels are also included in the new overall language concept of the Swiss Conference of Cantonal Directors of Public Education.

The **Council of Europe**, which has promoted the development and testing of the various models of the ELP, plans to launch this document throughout the continent in 2001, the European Language Year. Switzerland has played a major role in this project. Its contribution is the **Swiss version of the ELP for young people from the age of 14 and for adults**.

The Swiss version, which has also been adopted by other European countries, will be tested during 1999 and 2000 in schools, universities, institutes for adult education and firms.

The ELP fulfils **two specific functions**:

- as an instrument of communication it has an **informative function**, facilitating recognition of linguistic proficiency acquired inside or outside school, thus encouraging mobility beyond linguistic frontiers;
- as a working tool it has a **pedagogical function**, motivating language study and promoting learner autonomy.

The ELP, including the Swiss version, contains **three essential sections** :

### **1. Language Passport**

This gives clear information about the levels which the owner of the ELP has reached in the different languages ; for which languages and at which levels school exams, language certificates or qualifications have been acquired ; and what important experiences in the field of language learning have been gained. The Swiss version contains, as a supplement to the Passport, a " Documents " section in which it is possible to collect evidence of school examinations passed, certificates and qualifications, as well as attestations of language learning experiences such as participation in exchange programmes, projects, bi-lingual education, stays in other linguistic areas, etc.

### **2. Language Learning Biography**

The main outlines of the language learner's curriculum are shown here, with information about the most important experiences in the linguistic and inter-cultural fields. The Biography also contains detailed Self-Assessment Checklists for listening, speaking, reading and writing, using the 6-level scale of the Council of Europe.

### **3. Dossier**

This is a collection of personal work which gives a clear picture of the level of competence achieved.

The Swiss version is published by the Swiss Conference of Cantonal Directors of Public Education (EDK / CDIP / CDPE / CDEP) and is obtainable from January 1999 in English, German, French and Italian at approximately CHF 8.– per copy.

## Summary of Contents

Personal Details  
The European Language Portfolio

### Section 1 : Language Passport and Documents

#### 1.1 Language Passport

Practical instructions on how to use the Language Passport and procedure for self-assessment (divider page)/The Language Passport (a separate booklet in passport format)

- personal details
- information on use and contents of the language passport
- self-assessment grid
- overview tables for self-assessment with indications of qualifications and other language learning experiences

#### 1.2 Language Passport Documents

Practical instructions for the listing of qualifications, certificates and attestations (divider page)

- Lists for qualifications, certificates and attestations
- Qualifications and certificates obtained
- Indication of levels of certificates and qualifications supplied by the institutions concerned
- Global Scale for the calibration of school examinations and language certificates (with example)
- Sample form for description of language examinations passed for certificates and qualifications
- Attestations of language learning experiences (exchange visits, language learning stays, etc.)

### Section 2 : Language Learning Biography

Practical instructions and suggestions on how to fill in the Language Learning Biography

- Lists of documents (completed checklists and other documents in the Language Learning Biography)
- Language Learning Biography : personal language learning history
- Self-assessment checklists for the different languages
- Information about important linguistic and inter-cultural experiences
- Information about learning programmes and courses followed
- Information about personal language learning objectives

### Section 3 : Dossier

Practical instructions for collecting and organising pieces of work in the Dossier

- Summary of contents with descriptions of the pieces of work included
- Selection of items of personal work

### Extra sample forms

## How can language learners use the European Language Portfolio ?

*If you are learning a language, you can use the European Language Portfolio to*

### 1. assess your language competence yourself :

you can assess **your own competence in different languages** (including languages which you have not learnt at school or on other courses) **periodically on your own**, by referring to the Grid in the Passport, filling in the Checklists in the Language Learning Biography and transferring the information to the Overview Tables in the Passport ;

### 2. have an overall picture of your language learning by :

- summarising in general terms when, where and how you have learnt the different languages (Language Learning Biography) ;
- summarising any **significant linguistic and inter-cultural experiences** you have had (Language Learning Biography) ;

### 3. document your personal language competence by :

- assessing yourself ; (Self-Assessment Grid and Checklists, column 1) ;
- having your self-assessment checked by somebody else (Checklists, column 2) ;
- collecting school leaving certificates and language qualifications based on examinations calibrated by the institutions involved (Passport Documents) ;
- collecting other attestations of language activities (Passport Documents) ;
- collecting and classifying pieces of your own work in the Dossier, to show your progress and /or current level of language competence ;

### 4. plan your future language learning by :

- fixing your objectives and priorities in the Checklists (column 3) ;
- setting your objectives for learning different languages and choosing how you want to learn (Language Learning Biography) ;

### 5. inform other people about your current language competence using the Passport :

the Passport can be filled in and produced when changing schools, at the beginning of a language course, of an exchange programme, of a period of work experience, or when starting a new job. Individual documents kept in the Language Learning Biography and the Dossier can also be used to give other people a clear picture of your language competence.

## B

### What contribution can teachers make to the European Language Portfolio and how can they use it ?

*Teachers can*

1. incorporate work with the Portfolio in their teaching, give **language learners** advice on how to deal with the Portfolio, and help them to use it efficiently as an information document and as a learning tool through :
  - **self-assessment** : at least at the beginning and end of a school year, of a course or of a period of study ; or on special occasions such as an exchange programme of a certain length, preparation for a change of school or for a job application. It is also possible to make frequent reference to the Checklists when individual objectives have been achieved or when a new stage of learning begins ;
  - **the Language Learning Biography** : to be brought up to date once during each school year, course, or period of study – either a separate biography for each language or a combined biography for a developing multi-lingualism. In addition to the summary in note form, learners can also produce other freer forms of Language Learning Biography, for example a longer narrative with personal comments or photos ;
  - **the Dossier** : an on-going collection and selection of work. It contains pieces of work carried out during a school year, or during a course or period of study, which illustrate the learning process and the results ; it can also be used on specific occasions to document the learner's current linguistic level. Therefore the teacher should plan products and projects suitable for inclusion in the Dossier section of the Language Portfolio ;
  - **Language Passport** : to be filled in at the beginning or end of a school year, of a course or period of study, or of an exchange programme of a certain length, at the beginning of a period of work experience, or when starting a new job ;
2. make use of and document a **wide range of skills** assessment (self-assessment, formative assessment and various forms of summative assessment) :
  - check the learners' self-assessment if they request it (Checklists, column 2) : give learners the opportunity to check individual partial objectives with brief tasks, thereby encouraging them to develop a capacity for self-assessment ;
  - add specific partial goals to the Self-Assessment Checklists with the learners, or possibly prepare new checklists for or with the learners for intermediate goals or more precise course goals ;
3. give a brief description of **the teaching objectives** on the form provided, possibly preparing it in partnership with the learners ;
4. **reflect with the learners on their personal requirements, goals and suitable learning strategies** ; motivate and help the learners to work autonomously ;

**5. get to know the learners better :**

- make use of the information contained in the Language Portfolio in order to take into consideration in their teaching the learners' linguistic experiences – also in other languages – at school or elsewhere ;
- obtain a differentiated picture of the language competence of new learners who have already worked with the Language Portfolio, on the basis of the Language Passport, the Language Learning Biography and the Dossier ;

**6. co-operate with colleagues :**

- co-ordinate advice on learning and on the use of the Portfolio with other language teachers or teachers of other subjects taught in a foreign language ;
- use the descriptions of skills and levels in the Portfolio in order to specify with colleagues the requirements and expectations at cross-over points from one learning level to another ; possibly provide a common description of examinations ; practise and compare assessments on the basis of typical examples taken from the Dossiers (written work, video recordings, etc.) ;

**7. demonstrate to the learners** how to put together and use the Portfolio as a source of information for various users.

## C

### What contribution can schools, educational and examination institutions make to the European Language Portfolio?

*Schools, universities, certification bodies and other institutions can*

- 1. calibrate their final attestations, qualifications and language certificates** according to the scale of competence developed by the Council of Europe (“ Common European Framework ” and “ European Language Portfolio ”) giving information about the criteria used in the calibrating process and a detailed description of the examinations. The relevant forms provided can be used for this ;
- 2. give a brief description of the teaching and course objectives and the teaching and learning methods**, which should be clear, informative and easily comprehensible to the learners and also to others interested – for example, parents, other teachers, employers ;
- 3. issue attestations of language learning activities** in which the learners have participated (exchange programmes, language stays, etc.) ;
- 4. quickly obtain a differentiated overview of learners’ language competence by consulting the Language Passport**, for example in the case of new pupils, exchange students or university entrants. A more detailed picture can be obtained by consulting the information in the Language Learning Biography and the Dossier.

## D

### What does the European Language Portfolio offer the service sector and industry, and in particular personnel departments ?

*When employees and job applicants own and present a European Language Portfolio, companies and in particular their personnel departments can*

1. obtain an **immediate differentiated picture of the linguistic competence of their employees (including trainees), of work experience participants or of applicants for a new job**. This picture can be completed by consulting the Passport documents and above all the Language Learning Biography and the Dossier sections of the European Language Portfolio. This shows not only the level of competence and achievement in the most common foreign languages (the Swiss national languages, English and Spanish), but also in languages which are rarely or not at all taught in Switzerland but which could be of special importance for certain companies in specific fields ;
2. make better use of their employees' **language resources** ;
3. obtain valuable information when **hiring** or **training** employees ;
4. have precise points of reference when planning **in-service training and refresher courses**.

*Companies can also*

- **provide attestations** of activities or functions in the firm where use is made of other languages, of periods of work or training with firms in other language areas, participation in projects and co-operative activities at an international level, other job training, etc. ;
- **provide brief descriptions of** in-company training and refresher courses (language courses and courses held in a different language) organised by the firm.

**Publisher / Herausgeberin / Editrice**

Swiss Conference of Cantonal Ministers of Education

Schweizerische Konferenz der kantonalen Erziehungs-  
direktoren (EDK)

Conférence suisse des directeurs cantonaux de l'instruction  
publique (CDIP)

Conferenza svizzera dei direttori cantonali della pubblica  
educazione (CDPE)

Conferenza svizra dals directurs chantunals da l'educaziun  
pubblica (CDEP)

Berne / Bern / Berna 1998

*europäisches Sp  
Portfolio europ  
Portfolio europe  
European Lang  
europäisches Sp  
Portfolio europ  
Portfolio europe  
European Lang*