



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

European Language Portfolio
Portfolio européen des langues

Accredited model No 9.2001

Language Biography *Biographie Langagière*

This section of your European Language portfolio enables you to reflect on your previous language learning experiences and your present motivation to continue to learn languages.

It provides a place to record languages you have learnt from birth and languages spoken by other members of your family. These are part of your heritage, and the ELP encourages pride in them as well as those you learnt at school or in training for work. Then there are languages you have acquired from travel and tourism or from your working or social contacts. Some of these you may never have been taught formally or examined in. They too are important and may play a future part in your life or work.

It helps anyone involved in your language development to understand where you come from, what *your* most effective learning strategies and *their* most effective teaching styles might be, and what your most important language needs are, whether commercial or social, at the present time.

It allows you to record, in addition to language learning experiences, any contact you may have had with cultures other than your own and which you feel have significantly enriched your personal development and understanding.

For each language you mention, you are invited to use the European Framework self-assessment grid in your passport to estimate your level in each skill (listening, speaking, reading and writing) in that language.

You may wish to photocopy pages 1-8 of this booklet before writing on them to provide additional recording space for later attachment to the language biography.



CiLT
Centre for Information
on Language Teaching and Research

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Name: _____

Nom : _____

My language background
Mon milieu linguistique

My mother tongue _____

Ma langue maternelle _____

Other languages spoken in my family _____

Autres langues familiales _____

Languages I have learnt informally
Langues que j'ai apprises autrement qu'en classe

through travel and tourism _____

through my working life _____

through friendships and other social contacts _____

Self-assessment on the European scale
Auto-évaluation à l'échelle globale européenne

Language	Skill				
	Understanding		Speaking		Writing
	Listening comprehension	Reading comprehension	Spoken interaction	Spoken production	
	<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>

On the following page, include any further comments you have about your contact with the languages listed above.

My language background (continued). Additional comments on each language. Circumstances, difficulties and benefits of learning.

Mon milieu linguistique (suite). Remarques supplémentaires sur chaque langue. Circonstances, difficultés et avantages de l'apprentissage.

Languages I have learnt during my formal education, or later as work-based training
Langues apprises au cours de la scolarité ou plus tard au cours de la formation professionnelle

Complete your self-assessment grid

Self-assessment on the European scale
Auto-évaluation à l'échelle globale

Language	Skill				
	Understanding		Speaking		Writing
	Listening comprehension	Reading comprehension	Spoken interaction	Spoken production	
	<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>

...and then for each language, comment in the boxes below on such things as:

- Reasons for studying the language (it may simply have been the only choice!)
- How you feel about the experience of studying that language
- Aspects of the learning process which you particularly enjoyed or disliked
- How the language is of use to you now and/or how it could prove useful in the future
- Whether learning the language has equipped you to cope with learning other languages

Add any other general comments about yourself as a language learner which you think would be of interest to a future language teacher.

Ajouter des remarques générales sur vous, en tant qu'apprenant de langues, qui pourraient intéresser un enseignant prospectif.

My present language learning
Mon apprentissage actuel d'une langue

Language being learnt or considered as next undertaking:

My aim is to be able to: (refer to European framework/the National Language Standards/exams aimed for etc)

	<i>Skill</i>			
	Listening	Speaking	Reading	Writing
	<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>
European				
UK NVQ				
Exams				

I would like to be able to:

(Tick every box which applies. Some boxes relate directly to the complexity of the language, some to the situation in which it is used and some to the medium of communication.)

Listening		Speaking		Reading		Writing	
Single words/set phrases		Single words/set phrases		Pre-learnt Signs & Notices		Form-filling	
Short commonly used sentences		Short sentences you can construct yourself		Short familiar sentences which you can understand in detail		Brief note/e-mail composed of short sentences	
Short sequences of related simple sentences on familiar topic		Short sequences of related simple sentences in familiar dialogue		Short sequences of related simple sentences in letters or accounts on familiar topic		A short letter or account made of related sentences	
Longer sequences of sentences, some more complex on sometimes less familiar topic		Longer sequences of sentences, some more complex in dialogue sometimes on less familiar topic		Longer sequences of sentences, some more complex in articles and reports sometimes on less familiar topic		Longer sequences of sentences, some more complex in articles and reports you have written sometimes on less familiar topic	
Follow coherent arguments and explanations often with complex sentences and some technical content		Take part in coherent arguments and explanations often with complex sentences and some technical content		Coherent explanatory or persuasive texts in letters, reports, evaluations etc which may have technical content		Compose coherent explanatory or persuasive texts in letters, reports, evaluations etc which may have technical content	
Follow highly complex and specialised verbal arguments and explanations picking up nuances indicative of the speaker's attitude		Take part in highly complex and specialised verbal arguments and explanations using, where appropriate, subtle nuances		Highly complex and specialised texts incorporating arguments and explanations picking up nuances and stylistic devices indicative of the writer's attitude		Compose highly complex and specialised texts incorporating arguments and explanations using nuances and stylistic devices expressing underlying attitude	
<i>for</i>		<i>for</i>		<i>for</i>		<i>for</i>	
Brief business encounters		Brief business encounters		Brief business encounters		Brief business encounters	
Extended business encounters		Extended business encounters		Extended business encounters		Extended business encounters	
Working alongside others who speak the foreign language		Working alongside others who speak the foreign language		Working alongside others who speak the foreign language		Working alongside others who speak the foreign language	
Supervision of others' work		Supervision of others' work		Supervision of others' work		Supervision of others' work	
Short tourist encounters		Short tourist encounters		Short tourist encounters		Short tourist encounters	
Extended visits to country with social contacts		Extended visits to country with social contacts		Extended visits to country with social contacts		Extended visits to country with social contacts	
Long term residence in country		Long term residence in country		Long term residence in country		Long term residence in country	
<i>through (medium of)</i>		<i>through (medium of)</i>		<i>through (medium of)</i>		<i>through (medium of)</i>	
Face-to-face contact		Face-to-face contact		Tourism and travel signs and short texts			
Public announcements				Brief letters/e-mails/faxes		Brief letters/e-mails/faxes	
Informal telephone calls		Informal telephone calls		Structured/formal letters		Structured/formal letters	
Structured/formal telephone calls		Structured/formal telephone calls		Journalistic sources		Press-oriented articles	
Broadcasts		Broadcasts		Technical and trade publications		Technical reports and articles	
Professionally oriented lectures, presentations		Professionally oriented lectures, presentations		Creative writing			

My existing level of competence in the above language is:

	<i>Skill</i>			
	Listening	Speaking	Reading	Writing
	<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>
European				
UK NVQ				
Exams				

I can already:

(Tick every box which applies. Some boxes relate directly to the complexity of the language, some to the situation in which it is used and some to the medium of communication.)

Listening		Speaking		Reading		Writing	
Single words/set phrases		Single words/set phrases		Pre-learnt Signs & Notices		Form-filling	
Short commonly used sentences		Short sentences you can construct yourself		Short familiar sentences which you can understand in detail		Brief note/e-mail composed of short sentences	
Short sequences of related simple sentences on familiar topic		Short sequences of related simple sentences in familiar dialogue		Short sequences of related simple sentences in letters or accounts on familiar topic		A short letter or account made of related sentences	
Longer sequences of sentences, some more complex on sometimes less familiar topic		Longer sequences of sentences, some more complex in dialogue sometimes on less familiar topic		Longer sequences of sentences, some more complex in articles and reports sometimes on less familiar topic		Longer sequences of sentences, some more complex in articles and reports you have written sometimes on less familiar topic	
Follow coherent arguments and explanations often with complex sentences and some technical content		Take part in coherent arguments and explanations often with complex sentences and some technical content		Coherent explanatory or persuasive texts in letters, reports, evaluations etc which may have technical content		Compose coherent explanatory or persuasive texts in letters, reports, evaluations etc which may have technical content	
Follow highly complex and specialised verbal arguments and explanations picking up nuances indicative of the speaker's attitude		Take part in highly complex and specialised verbal arguments and explanations using, where appropriate, subtle nuances		Highly complex and specialised texts incorporating arguments and explanations picking up nuances and stylistic devices indicative of the speaker's attitude		Compose highly complex and specialised texts incorporating arguments and explanations using nuances and stylistic devices expressing underlying attitude	
<i>for</i>		<i>for</i>		<i>for</i>		<i>for</i>	
Brief business encounters		Brief business encounters		Brief business encounters		Brief business encounters	
Extended business encounters		Extended business encounters		Extended business encounters		Extended business encounters	
Working alongside others who speak the foreign language		Working alongside others who speak the foreign language		Working alongside others who speak the foreign language		Working alongside others who speak the foreign language	
Supervision of others' work		Supervision of others' work		Supervision of others' work		Supervision of others' work	
Short tourist encounters		Short tourist encounters		Short tourist encounters		Short tourist encounters	
Extended visits to country with social contacts		Extended visits to country with social contacts		Extended visits to country with social contacts		Extended visits to country with social contacts	
Long term residence in country		Long term residence in country		Long term residence in country		Long term residence in country	
<i>through (medium of)</i>		<i>through (medium of)</i>		<i>through (medium of)</i>		<i>through (medium of)</i>	
Face-to-face contact		Face-to-face contact		Tourism and travel signs and short texts			
Public announcements				Brief letters/e-mails/faxes		Brief letters/e-mails/faxes	
Informal telephone calls		Informal telephone calls		Structured/formal letters		Structured/formal letters	
Structured/formal telephone calls		Structured/formal telephone calls		Journalistic sources		Press-oriented articles	
Broadcasts		Broadcasts		Technical and trade publications		Technical reports and articles	
Professionally oriented lectures, presentations		Professionally oriented lectures, presentations		Creative writing			

When I learn a language...
Quand j'apprends une langue...

Tick the boxes for the approaches which best describe the learning style you feel most comfortable with and add further comments, for example, on specific activities (both self-study and classroom) which you like or dislike as part of the learning process.

I prefer to learn practical examples first and become aware of grammatical rules through using these.

My additional comments

I prefer to study the grammar first and build my own sentences until I feel I have a practical repertoire.

My additional comments

I prefer to be given the linguistic facts and then to work on these by myself until I feel confident that I can communicate with little risk of error.

My additional comments

I prefer an interactive approach to mastering new language in which I and others in the lesson 'take risks' in putting over meaning and learn from resultant errors.

My additional comments

Contacts with people and countries with different cultures

Contacts avec des gens et des pays ayant une culture différente de la mienne

In the boxes below, write about any visits or encounters involving people and places associated with different cultures from your own. In each case, include references to striking similarities and differences noted and to the impact of the visit or encounter on your personal and where relevant, linguistic development.

