

# European Language Portfolio

## Portfolio Européen des Langues©



COUNCIL OF EUROPE    CONSEIL DE L'EUROPE

# Milestone



Nom / Name: \_\_\_\_\_

Learning the language of the host community



## The MILESTONE EUROPEAN LANGUAGE PORTFOLIO

This multilingual version of the *EUROPEAN LANGUAGE PORTFOLIO* was designed and developed transnationally by the partners in the *MILESTONE* project.

The Milestone Project, funded by the EU under Comenius 2, is a network of language teachers of migrant learners in language and vocational classes. The Milestone ELP has been piloted in migrant language classes in Finland, Germany, Ireland, The Netherlands, and Sweden with learners ranging from teenagers to older adults. Some learners were in the early stages of learning the language of the host community, while others had already entered vocational training and were preparing to enter the labour market.

This European Language Portfolio is intended to:

- Support teaching and learning through the gradual development of learner autonomy
- Provide evidence of the holder's language abilities and intercultural capacities to teachers, officials, and prospective employers
- Develop in learners a range of transferable learning, communication and intercultural skills which are essential for effective engagement at all levels with the host society

### MILESTONE PARTNERS

**DE** Institute for Teacher Training and School Development, Hamburg, Germany  
Hamburg Network of Vocational Schools, Hamburg, Germany

- Vocational School for Work and Technology, G8
- Vocational School for Foreign Languages, H15
- Vocational School for Health and Food, G3

**FI** Helsinki City College of Technology, Finland  
Helsinki City College of Culinary Art, Fashion and Beauty, Finland

**IE** Centre for Language and Communication Studies, Trinity College Dublin, Ireland  
Integrate Ireland Language and Training, Dublin, Ireland

**NL** ROC van Amsterdam – Teleport (Techniek), Netherlands  
ROC van Amsterdam – Volwassenenonderwijs, Netherlands

**SE** Municipal College for Adult Education, Komvux Örebro, Sweden

## THE COUNCIL OF EUROPE'S EUROPEAN LANGUAGE PORTFOLIO

### What is the COUNCIL OF EUROPE?

The COUNCIL OF EUROPE is an intergovernmental organization whose principal aims are

- to protect human rights, pluralist democracy and the rule of law
- to promote awareness of Europe's cultural identity and diversity
- to seek solutions to problems facing European society
- to help consolidate democratic stability in Europe

Founded on 5 May 1949, the COUNCIL OF EUROPE now has 45 member states. Its headquarters are in Strasbourg.

The COUNCIL OF EUROPE should not be confused with the EUROPEAN UNION. The two organisations are quite distinct, though the 15 EUROPEAN UNION states are all members of the COUNCIL OF EUROPE.

### What is the EUROPEAN LANGUAGE PORTFOLIO?

The EUROPEAN LANGUAGE PORTFOLIO consists of three parts:

- a **LANGUAGE PASSPORT** that summarizes the owner's linguistic identity, language learning experiences and language qualifications in an internationally transparent manner
- a **LANGUAGE BIOGRAPHY** that enables the owner to set learning targets, record learning and intercultural experiences, and regularly assess his/her progress
- a **DOSSIER** in which the owner keeps samples of his/her work in the language(s) he/she has learnt or is learning

### Why introduce the EUROPEAN LANGUAGE PORTFOLIO?

The COUNCIL OF EUROPE has introduced the EUROPEAN LANGUAGE PORTFOLIO as a means of helping language learners to

- keep track of their language learning as it happens
- record language learning achievements and experiences, including significant intercultural contacts

The COUNCIL OF EUROPE intends that through this dual function the EUROPEAN LANGUAGE PORTFOLIO will

- foster the development of language learning and intercultural skills
- encourage the learning of a range of languages
- facilitate educational and vocational mobility
- promote democratic citizenship in Europe

### The EUROPEAN LANGUAGE PORTFOLIO and adult migrant learners

This version of the EUROPEAN LANGUAGE PORTFOLIO has been specially designed by teachers in the **Milestone** project for use by adult migrant learners who are learning the language of their host community. Accordingly, it takes account of the diverse needs of a wide range of learners. Self-assessment and assessment procedures are classified according to common reference levels established by the Council of Europe.

## Using the EUROPEAN LANGUAGE PORTFOLIO

### For the STUDENT

The EUROPEAN LANGUAGE PORTFOLIO allows you

- to show what you know in other languages
- to understand what you need to learn for everyday life, study, training or employment
- to record what you have learnt and to see what you need to study
- to help you learn the language that you need for other specific purposes
- to demonstrate what you are capable of doing to teachers, other training institutions, and employers

### For the TEACHER

The EUROPEAN LANGUAGE PORTFOLIO allows you

- to see exactly what your students can already do in different languages
- to plan future learning accurately to meet your students' individual needs
- to support your students in their own self-assessment so that they can become effective learners

### For the EMPLOYER or OFFICIAL

The EUROPEAN LANGUAGE PORTFOLIO allows you

- to see how the owner can perform in the language of your country
- to see what other languages the owner knows and can offer to an employment or study situation
- to see how the owner has approached the challenge of learning the language of your country

# Language biography

## **PART 1**

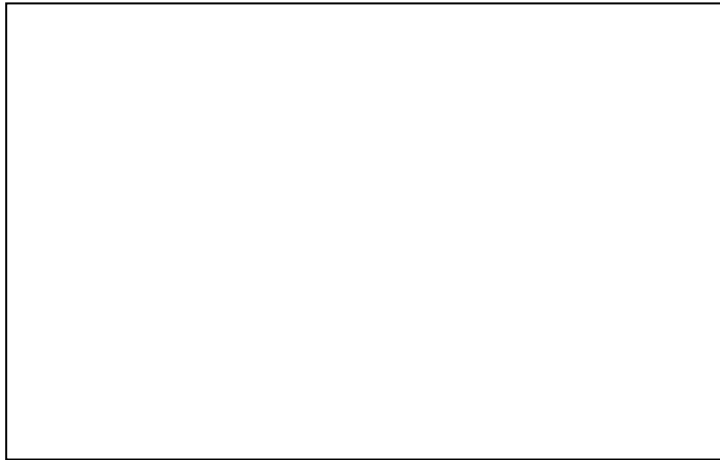
**In this part of my Language Biography I record my previous language learning and the proficiency that I have achieved in different languages.**

**I note intercultural experiences that I have had during visits to other countries for travel, work or study.**

**I think about the important events in my life and examine the difference between the activities that I used to enjoy in the country I came from and those that I am involved in now.**

**I assess my current ability to understand and communicate in the language of my host community.**

# Personal Identification



**Family name:** \_\_\_\_\_

**First name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Postcode:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

\_\_\_\_\_

**Date of birth:** \_\_\_\_\_

**Country of origin:** \_\_\_\_\_

**Nationality:** \_\_\_\_\_

**In Ireland since:** \_\_\_\_\_ **(date)**

**Occupation in my country:** \_\_\_\_\_

\_\_\_\_\_

**Work I have done in  
this country:** \_\_\_\_\_

**My hope for future  
work/occupation  
in this country:** \_\_\_\_\_

# Linguistic identification

I am ..... (name)

I come from ..... (country)

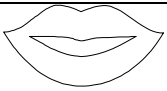

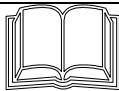
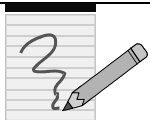
I am ..... years old (age)

I live in ..... (city)

I went to school for ..... years

I went to college for .....years

Other languages that I know

Language	Date	What I can do in this language (√)			
					



## My language proficiency

This grid indicates clearly what I can do in different languages. My proficiency is indicated in relation to the Common European Framework self-assessment grid on the next page.

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

		A1	A2	B1	B2	C1	C2
<b>U N D E R S T A N D I N G</b>	<b>Listening</b>	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not killful explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	<b>Reading</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand killfully articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, killfully articles and literary works.
<b>S P E A K I N G</b>	<b>Spoken Interaction</b>	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst killfull in areas where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution killfully to those of other speakers.	I can take part effortlessly in any conversation of discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	<b>Spoken Production</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
<b>W R I T I N G</b>	<b>Writing</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

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

# Language and intercultural experiences

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

<b>Country:</b>	<b>Date From:</b>	<b>Staying with friends or family</b>	<b>Travel</b>	<b>Study</b>	<b>Work</b>
<b>Language:</b>	<b>To:</b>	(√)	(√)	(√)	(√)
<b>Cultural differences I experienced:</b>					

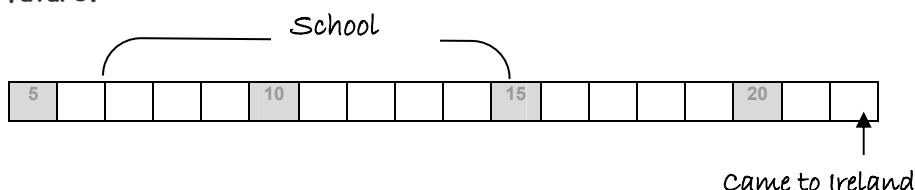
<b>Country:</b>	<b>Date From:</b>	<b>Staying with friends or family</b>	<b>Travel</b>	<b>Study</b>	<b>Work</b>
<b>Language:</b>	<b>To:</b>	(√)	(√)	(√)	(√)
<b>Cultural differences I experienced:</b>					

<b>Country:</b>	<b>Date From:</b>	<b>Staying with friends or family</b>	<b>Travel</b>	<b>Study</b>	<b>Work</b>
<b>Language:</b>	<b>To:</b>	(√)	(√)	(√)	(√)
<b>Cultural differences I experienced:</b>					

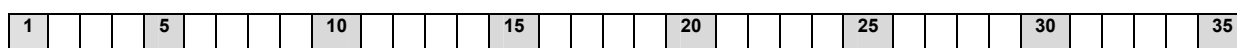
# PAST, PRESENT AND FUTURE

Here I can compare my life in the past with my present life in this country. I can think about the things I did in the past and what I do now. I can also think about what I want to do in the future.

Example:



My life line in years



In the country I came from:

My activities, interests and hobbies	How often	At home/ outside	With family/ group/club	Why I enjoyed this

In this country:

My activities, interests and hobbies	How often	At home/ outside	With family/ group/club	Why I enjoyed this

## My first self-assessment

Mark on the line to indicate your abilities (- \_\_\_\_\_ | \_\_\_\_\_ +)

Date: \_\_\_\_\_

- 1 When I **first arrived** in Ireland my English was  
Very bad (-) \_\_\_\_\_ Very good (+)
- 2 Now I can **pronounce** English  
Very badly (-) \_\_\_\_\_ Very well (+)
- 3 I can **express** my thoughts and feelings in English  
Very badly (-) \_\_\_\_\_ Very well (+)
- 4 My English **vocabulary** is  
Very bad (-) \_\_\_\_\_ Very good (+)
- 5 Irish **people understand** when I speak to them  
Very badly (-) \_\_\_\_\_ Very well (+)
- 6 I understand the text that I **read**  
Very badly (-) \_\_\_\_\_ Very well (+)
- 7 I can **write** English  
Very badly (-) \_\_\_\_\_ Very well (+)

+++++

**My personal target** Date: \_\_\_\_\_

**What I want to do in the future:** \_\_\_\_\_

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**What I must do now to achieve this:** \_\_\_\_\_

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## **PART 2**

**This part of my Language Biography focuses on current learning. It provides a place to record my personal attitude to my course and the agreement that I reach with my teacher so that I can make the most of my language learning.**

**I think about how I like to learn and where I may find learning opportunities outside the classroom.**

**I identify my personal learning goals, record my learning experiences and assess how my learning is progressing.**

**By entering the dates of my goals and self-assessment I can monitor my progress.**

## MY PERSONAL EXPECTATIONS OF THIS COURSE

Here I think about and record what I expect from this course, from my teacher and from myself.

What I expect from this course	Date

What I expect from the teacher	Date

What I expect from myself	Date



# LEARNING CONTRACT

The learning contract records agreement between the teacher and me.

<b>1</b>		<b>Date</b> _____
	_____	
	_____	

<b>2</b>		<b>Date</b> _____
	_____	
	_____	

<b>3</b>		<b>Date</b> _____
	_____	
	_____	

<b>4</b>		<b>Date</b> _____
	_____	
	_____	

<b>5</b>		<b>Date</b> _____
	_____	
	_____	

<b>6</b>		<b>Date</b> _____
	_____	
	_____	

<b>7</b>		<b>Date</b> _____
	_____	
	_____	

## CULTURAL AWARENESS

Here I can record information about cultural behaviour that I notice or learn during the course. I can also note cultural attitudes and behaviour that I don't fully understand at this time.

### In the school

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

### In the world outside

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

### In the workplace

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

## THE WAYS I LEARN BEST

Here I think about and record the ways I learn best and I describe my learning approaches for different purposes.

What I have to learn	How I learn this best	Notes
Example: New vocabulary	Write it in my notes use a tape to hear it again and again	I need to learn more specialized vocabulary for work

**My favourite time and place for learning is:**

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## LEARNING OUTSIDE SCHOOL

Here I think about ways I can use my life and activities outside school to help my learning.

<b>Place or situation</b>	<b>What I can learn, or how I can use English in this situation</b>
<b>At home</b>	<hr/> <hr/> <hr/> <hr/>
<b>In work</b>	<hr/> <hr/> <hr/> <hr/>
<b>Activities, interests, hobbies</b>	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>

## GOALS AND SELF-ASSESSMENT

Here I can record my learning goals and learning experiences, then assess whether I have achieved these goals and decide how to proceed.

Date	My learning goal:
How will I know if I have reached my goal?	
My learning experience	
Self-assessment: Have I reached my goal? Indicate on the line	YES _____ NO
Date of self-assessment	
If my goal has not been achieved, what I must do now to achieve it	






Date	My learning goal:
How will I know if I have reached my goal?	
My learning experience	
Self-assessment: Have I reached my goal? Indicate on the line	YES _____ NO
Date of self-assessment	
If my goal has not been achieved, what I must do now to achieve it	

## Level A0

### My checklist for setting learning targets and assessing progress

<b>Example:</b>	This is my target ◎	I can now do this with help	I can now do this without help
I can give my name and address	15/12/02	1/1/03	13/1/03



#### I can ...




	This is my target ◎ (date)	I can now do this with help (date)	I can now do this without help (date)
 <b>Listening</b>			
understand simple questions and follow simple classroom instructions when people speak slowly and clearly			
understand simple information spoken to me (in shops, in school, at the doctor etc.)			
 <b>Reading</b>			
recognize the letters of the alphabet			
find my name in a list			
read short simple words			
read short simple sentences			
 <b>Spoken interaction</b>			
Respond to what people say to me with <i>yes, no, excuse me, please, thank you, I don't understand</i>			
 <b>Spoken production</b>			
say my name and address			
say the letters of the alphabet			
 <b>Writing</b>			
write my name and address			
write the letters of the alphabet			
copy short sentences			

## Level A1

### My checklist for setting learning targets and assessing progress

I can ...

	This is my target © (date)	I can now do this with help (date)	I can now do this without help (date)
 <b>Listening</b>			
understand simple classroom instruction and explanations, e.g. why I am doing a particular activity			
understand when people tell me the price of something			
understand a simple telephone message			
understand times and days of the week			
understand numbers and prices			
 <b>Reading</b>			
use a picture dictionary to find new words			
read and understand train/bus timetables			
look for and find numbers in the telephone directory			
read and understand street signs and simple public notices			
read and understand opening and closing times and days (in shops etc.)			
read and understand an appointment that has been given to me			
read and understand simple messages or directions (e.g. to go from X to Y)			



A1	This is my target © (date)	I can now do this with help (date)	I can now do this without help (date)
 <b>Spoken interaction</b>			
greet and introduce myself to other people			
ask how to say something in the language			
ask a speaker, or the teacher, to repeat or make a message clearer			
carry on a simple conversation with others			
ask for basic items in a shop, library etc. using gestures if necessary			
ask for and understand simple directions			
conduct a simple telephone conversation based on facts or information that I know			
 <b>Spoken production</b>			
give a simple message			
introduce myself and give information about my family circumstances and where I live			
 <b>Writing</b>			
write down new words in organised lists			
make short notes about what I have learnt			
fill in a form with basic information about myself			
write down a short note or telephone message			
write a postcard or greeting card			
write briefly about myself			






## Level A2

### My checklist for setting learning targets and assessing progress

I can ...

	This is my target © (date)	I can now do this with help (date)	I can now do this without help (date)
 <b>Listening</b>			
understand what the doctor/dentist is asking or saying to me provided he/she speaks clearly and slowly			
identify the important information in a telephone message			
understand the basic information in a radio or television programme			
understand conversations on everyday topics that are familiar to me			
 <b>Reading</b>			
understand instructions on a packet, object or medicine			
read short news articles related to my interests and identify the important information			
understand most advertisements in newspapers and magazines			
research basic information on a topic of interest to me			
understand rules and regulations when expressed in simple language (e.g. safety in public places, attendance at class)			
understand the questions on most official forms			



A2	This is my target © (date)	I can now do this with help (date)	I can now do this without help (date)
understand short simple letters giving or requesting information			
use a dictionary to find new vocabulary and check spelling			
use a grammar book to find the correct structures			
 <b>Spoken interaction</b>			
keep a short conversation going on a familiar topic			
ask detailed questions of another person, including an official, on a topic of interest to me			
ask for a particular size, colour etc. when shopping			
explain a problem to my doctor/dentist			
talk about my family situation			
express my agreement or disagreement politely			
express my likes and dislikes			
explain to the teacher/ class how I learn best			
make and respond to invitations, suggestions, apologies and requests			
leave a message in person or by telephone			
understand and answer questions, and give additional information in an interview situation			




A2	This is my target © (date)	I can now do this with help (date)	I can now do this without help (date)
 <b>Spoken production</b>			
say and spell my name and address clearly			
describe an event or happening in the present or past			
talk about how I have learnt in the past			
describe my qualifications or previous experience to an official			
talk in detail about where I come from and what I am doing			
 <b>Writing</b>			
write the required information in an official form or questionnaire			
make notes with comments about my progress in learning			
make notes of the important points in a conversation (face-to-face or on the telephone)			
write a short basic account of an event or happening in the past or present			
write about myself and my daily life (family, school, hobbies)			
write a short letter requesting information			

## Level B1

### My checklist for setting learning targets and assessing progress

I can ...

	This is my target © (date)	I can now do this with help (date)	I can now do this without help (date)
 <b>Listening</b>			
follow everyday conversation and identify the important information			
follow and understand the main points of a film or television commentary when the language is clear and straightforward			
identify different registers in broadcast items (T.V. and radio)			
understand detailed questions about myself, my job, or my objectives			
understand complex instructions given by a teacher or instructor in a familiar learning situation			
 <b>Reading</b>			
quickly scan and understand the main points of newspaper reports about familiar topics			
read and understand information that is available in public leaflets, community information, instructions for appliances etc.			
read public notices and information with ease			
read for pleasure and follow the plot in novels, short stories etc.			
read and understand work- and study-related texts			



B1	This is my target © (date)	I can now do this with help (date)	I can now do this without help (date)
read information in order to explain it to another person			
use a monolingual dictionary to extend my learning and to check spelling, accuracy etc.			
 <b>Spoken interaction</b>			
talk fluently about myself, my family, my interests or my occupation/profession			
express my ideas and intentions accurately			
explain how I work and comment on it			
confidently ask questions about things that are not familiar			
compare the cultural norms of my own country with those of the host country			
talk about future work or study possibilities			
discuss the views expressed in newspapers, on television etc.			
talk about learning targets in relation to future work/study			
 <b>Spoken production</b>			
describe an event or happening fluently and in sequence			
deliver a prepared summary of a film, book or news item			
make a presentation about myself			
 <b>Writing</b>			
keep a learning diary			
gather details for a <i>Curriculum Vitae</i>			



<b>B1</b>	<b>This is my target © (date)</b>	<b>I can now do this with help (date)</b>	<b>I can now do this without help (date)</b>
write a short news item on a topic of interest			
design and write an advertisement			
write a formal letter explaining a particular situation			
write an informal letter to a friend describing an event or happening			
take detailed and accurate notes from a telephone conversation			
write a description of the plot of a book or film			

## Level B2


### My checklist for setting learning targets and assessing progress

I can ...

	This is my target © (date)	I can now do this with help (date)	I can now do this without help (date)
 <b>Listening</b>			
understand most of what is said to me in standard language even in a noisy environment			
listen to a lecture on a topic that is known to me and identify the most important points of information			
listen to a radio or television broadcast and, while listening, prepare to comment on the broadcast			
identify the expression of feelings and attitudes such as criticism, disapproval, agreement etc.			
 <b>Reading</b>			
read specialist material relating to my occupation or an area of personal interest, using a dictionary if necessary			
research and obtain information of relevance to me from specialized sources			
read a wide range of newspaper articles and identify different writing styles			
read and interpret news items using my general and world knowledge to support interpretation			

B2	This is my target © (date)	I can now do this with help (date)	I can now do this without help (date)
 <b>Spoken interaction</b>			
discuss and comment on my plans in detail			
discuss and analyse information about courses, jobs or other occupations			
join in a conversation with a degree of fluency even when the topic is unfamiliar			
add comments to a discussion, expressing my opinion			
discuss personal situations that could arise in the future			
discuss different cultures and norms recognising their importance to different cultures			
discuss and identify behaviours that could cause negative feelings			
comment in detail on my personal training, experiences etc. in an informal or formal situation			
 <b>Spoken production</b>			
present a clear, well-organised argument in a debating situation			
explain a topical issue presenting arguments from different perspectives			
outline clearly a problem or difficulty in school, a training situation, or the workplace			
speak at some length about a topic of particular interest to me			



B2	This is my target © (date)	I can now do this with help (date)	I can now do this without help (date)
 <b>Writing</b>			
write a well-organised formal letter for a particular purpose (complaint, job application etc.)			
write an informal letter describing an event or explaining about something in detail			
express in writing my views or attitudes on a topic of relevance to me			
write a short review of a book or film, or an account of a sporting event (e.g. football match)			
prepare an appropriate <i>Curriculum Vitae</i> in response to a job advertisement			

## LEARNING ABOUT LEARNING

### My learning skills

**I can ...**

	Never (√)	Sometimes (√)	Always (√)	New target ⊙ (√)	Target achieved  (date)
organise my new <b>vocabulary</b> into effective categories					
keep my <b>notes and work</b> in my dossier so that they will be useful to me in the future					
<b>think</b> about what I have learnt and how important it is to me					
<b>talk</b> about what I am doing and what I can learn from it					
<b>explain</b> how I learn best					
identify small and big <b>learning targets</b>					
<b>assess</b> how I have performed and recognise whether I have met my learning target					
explain the <b>difference</b> between different ways of learning					
<b>compare</b> how I learnt in the past and how I am learning now					
make <b>notes</b> to record what I have learnt and use my notes to set new learning <b>targets</b>					
work with <b>other people</b> to achieve my targets					
use <b>learning resources</b> effectively (dictionary, grammar reference, workbook etc.)					
plan my <b>time</b> effectively to support my learning					

# Dossier



## **Section A**

### **COURSE PROGRAMME AND DETAILS**

**(What I am doing in my course, my personal working plan,  
my personal attendance record etc.)**

### **CONTENTS**

# CONTENTS

*Personal attendance record*

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12 \_\_\_\_\_

## PERSONAL ATTENDANCE RECORD

Month \_\_\_\_\_ Year \_\_\_\_\_ (M = morning class, A = afternoon class, E = evening class)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
<b>M</b>																															
<b>A</b>																															
<b>E</b>																															

Month \_\_\_\_\_ Year \_\_\_\_\_

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
<b>M</b>																															
<b>A</b>																															
<b>E</b>																															

X = present    A = absent    L = late    E = leave class early

Date and reason for absence/late arrival/leaving early (e.g. 20/3)																															
Sick																															
Medical/dental appointment																															
Official appointment (social service, job centre)																															
Month:	<input type="checkbox"/> 80% or more (+) <input type="checkbox"/> less than 80% (-)	Explanation:	How I can improve:																												
Month:	<input type="checkbox"/> 80% or more (+) <input type="checkbox"/> less than 80% (-)	Explanation:	How I can improve:																												





## Section B

### EXAMPLES OF WORK

(My essays, projects, photographs, reports,  
letters, applications, *curriculum vitae* etc.)

## CONTENTS

# CONTENTS

1 \_\_\_\_\_

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## **Section C**

### **PROGRESS RECORD**

**(My tests, corrected work with final drafts,  
personal progress log etc.)**

## **CONTENTS**

# CONTENTS

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**Section D**

**DIPLOMAS AND CERTIFICATES**

**(Copies of diplomas and certificates  
that I have received for language learning  
or that are important for my future)**

**CONTENTS**

# CONTENTS

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**Section E**  
**PERSONAL FILE**

**(Letters I have received, my personal dictionary,  
materials to support me in my learning)**

**CONTENTS**

# CONTENTS

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OF EUROPE    DE L'EUROPE

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European Language Portfolio

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Portfolio européen des langues

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# Passeport de langues Language Passport©

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Le Conseil de l'Europe est une organisation intergouvernementale dont le siège permanent est à Strasbourg, France. Sa mission première est de renforcer l'unité du continent et de protéger la dignité des citoyens de l'Europe en veillant au respect de nos valeurs fondamentales: la démocratie, les droits de l'homme et la prééminence du droit.

Un de ses objectifs principaux est de susciter la prise de conscience d'une identité culturelle européenne et de développer la compréhension mutuelle entre les peuples de cultures différentes. C'est dans ce contexte que le Conseil de l'Europe coordonne l'introduction d'un Portfolio Européen des Langues, comme étant un document personnel fait pour encourager et faire reconnaître l'apprentissage des langues et les expériences interculturelles de toutes sortes.

**Contact:**

Division des Langues vivantes  
Direction Générale IV  
Conseil de l'Europe, Strasbourg, France  
site Internet: <http://culture.coe.int/lang>

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*The Council of Europe is an intergovernmental organisation with its permanent headquarters in Strasbourg, France. Its primary goal is to promote the unity of the continent and guarantee the dignity of the citizens of Europe by ensuring respect for our fundamental values: democracy, human rights and the rule of law.*

*One of its main aims is to promote awareness of a European cultural identity and to develop mutual understanding among people of different cultures. In this context the Council of Europe is coordinating the introduction of a European Language Portfolio to support and give recognition to language learning and intercultural experiences at all levels.*

**Contact:**

Modern Languages Division  
Directorate General IV  
Council of Europe, Strasbourg, France  
Web site: <http://culture.coe.int/lang>

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**Ce Passeport de langues fait partie du Portfolio européen des langues (PEL) remis par:**

***This Language Passport is part of the European Language Portfolio (ELP) issued by:***

**INTEGRATE IRELAND LANGUAGE AND TRAINING**

[www.iilt.ie](http://www.iilt.ie)

[www.eu-milestone.org](http://www.eu-milestone.org)

**EU PROJECT MILESTONE**



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CONSEIL DE L'EUROPE  
European Language Portfolio  
Portfolio européen des langues



## **MILESTONE - Portfolio**

This version of the European Language Portfolio is designed for use by adult migrant learners who are learning the language of their host country. The language passport contains the French and English text of the standard passport recommended by the Council of Europe for use with adult learners. The language biography and the dossier was accredited by the Council of Europe's validation Committee: Accreditation No: 37.2002-EN

June 2003

# Passeport de langues

## Language Passport



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European Language Portfolio  
Portfolio européen des langues



Nom / Name:

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photo

Ce document est un bilan des savoir-faire, des certifications ou des diplômes ainsi que des expériences vécues dans différentes langues. Il fait partie d'un Portfolio Européen des Langues qui se compose du présent Passeport, d'une Biographie Langagière et d'un Dossier comprenant des matériaux qui documentent et illustrent les expériences effectuées et les compétences acquises. Les compétences en langues sont décrites dans les termes des niveaux de compétence présentés dans le document "Un Cadre européen commun de référence pour les langues: apprendre, enseigner, évaluer". L'échelle est présentée dans le présent Passeport de langues (grille pour l'auto-évaluation).

Ce Passeport de langues est recommandé pour utilisation par des adultes (16+).

Le Passeport de langues inclut la liste des langues dans lesquelles le titulaire a des compétences. Il se compose:

- d'un profil des compétences en langues en relation avec le Cadre Européen Commun;
- d'un résumé d'expériences linguistiques et interculturelles;
- d'une liste de certificats et diplômes.

Pour tout renseignement concernant les niveaux de compétences en plusieurs langues, consultez le site Internet du Conseil de l'Europe:

<http://culture.coe.int/lang>

*This document is a record of language skills, qualifications and experiences. It is part of a European Language Portfolio 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 (Self-assessment grid)*

*This Language Passport is recommended for adult users (16+).*

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

- *a profile of language skills in relation to the Common European Framework;*
- *a résumé 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>*

# Profil linguistique

## Profile of Language Skills



Langue(s) maternelle(s) \_\_\_\_\_  
Mother-tongue(s)

Autres langues \_\_\_\_\_  
Other languages

### Auto-évaluation Self-assessment

  
Ecouter  
Listening






  
Lire  
Reading

  
Prendre part à une conversation  
Spoken interaction






  
S'exprimer oralement en continu  
Spoken production






  
Ecrire  
Writing






This page of the language passport allows you to record your skills in the different languages you know. In the case of languages you are still learning, you should update your self-assessment on a regular basis (once a term, once a semester, or once a year). If at the end of a particular phase of learning you are, for example, a third of the way between B1 and B2 in writing, shade in a third of the B2 writing box. Using a different colour each time you shade in the boxes is a way of making your learning progress visible. You will also find it helpful to write the date over each new piece of shading. Note that the language biography allows you to record your learning progress in greater detail than here, using the proficiency scales printed in the appendix. Draw on the information you have collected in the biography each time you update the grids on this page.






Langue Language		A1	A2	B1	B2	C1	C2
<i>langue language</i>							
							
							
							
							

*Exemple Exemple*

Langue Language		A1	A2	B1	B2	C1	C2
							
							
							
							
							






Langue Language		A1	A2	B1	B2	C1	C2
							
							
							
							
							

Langue Language		A1	A2	B1	B2	C1	C2
							
							
							
							
							






Langue Language		A1	A2	B1	B2	C1	C2
							
							
							
							
							

# Grille pour l'auto-évaluation



		A1	A2	B1	B2	C1	C2
<b>C O M P R E N D R E</b>	<b>Ecouter</b> 	Je peux comprendre des mots familiers et des expressions très courantes au sujet de moi-même, de ma famille et de l'environnement concret et immédiat, si les gens parlent lentement et distinctement.	Je peux comprendre des expressions et un vocabulaire très fréquents relatifs à ce qui me concerne de très près (par ex. moi-même, ma famille, les achats, l'environnement proche, le travail). Je peux saisir l'essentiel d'annonces et de messages simples et clairs.	Je peux comprendre les points essentiels quand un langage clair et standard est utilisé et s'il s'agit de sujets familiers concernant le travail, l'école, les loisirs, etc. Je peux comprendre l'essentiel de nombreuses émissions de radio ou de télévision sur l'actualité ou sur des sujets qui m'intéressent à titre personnel ou professionnel si l'on parle d'une façon relativement lente et distincte.	Je peux comprendre des conférences et des discours assez longs et même suivre une argumentation complexe si le sujet m'en est relativement familier. Je peux comprendre la plupart des émissions de télévision sur l'actualité et les informations. Je peux comprendre la plupart des films en langue standard.	Je peux comprendre un long discours même s'il n'est pas clairement structuré et que les articulations sont seulement implicites. Je peux comprendre les émissions de télévision et les films sans trop d'effort.	Je n'ai aucune difficulté à comprendre le langage oral, que ce soit dans les conditions du direct ou dans les médias et quand on parle vite, à condition d'avoir du temps pour me familiariser avec un accent particulier.
	<b>Lire</b> 	Je peux comprendre des noms familiers, des mots ainsi que des phrases très simples, par exemple dans des annonces, des affiches ou des catalogues.	Je peux lire des textes courts très simples. Je peux trouver une information particulière prévisible dans des documents courants comme les petites publicités, les prospectus, les menus et les horaires et je peux comprendre des lettres personnelles courtes et	Je peux comprendre des textes rédigés essentiellement dans une langue courante ou relative à mon travail. Je peux comprendre la description d'événements, l'expression de sentiments et de souhaits dans des lettres personnelles.	Je peux lire des articles et des rapports sur des questions contemporaines dans lesquels les auteurs adoptent une attitude particulière ou un certain point de vue. Je peux comprendre un texte littéraire contemporain en prose.	Je peux comprendre des textes factuels ou littéraires longs et complexes et en apprécier les différences de style. Je peux comprendre des articles spécialisés et de longues instructions techniques même lorsqu'ils ne sont pas en relation avec mon domaine.	Je peux lire sans effort tout type de texte, même abstrait ou complexe quant au fond ou à la forme, par exemple un manuel, un article spécialisé ou une oeuvre littéraire.
<b>P A R L E R</b>	<b>Prendre part à une conversation</b> 	Je peux communiquer, de façon simple, à condition que l'interlocuteur soit disposé à répéter ou à reformuler ses phrases plus lentement et à m'aider à formuler ce que j'essaie de dire. Je peux poser des questions simples sur des sujets familiers ou sur ce dont j'ai immédiatement besoin, ainsi que répondre à de telles questions.	Je peux communiquer lors de tâches simples et habituelles ne demandant qu'un échange d'informations simple et direct sur des sujets et des activités familiers. Je peux avoir des échanges très brefs même si, en règle générale, je ne comprends pas assez pour poursuivre une conversation.	Je peux faire face à la majorité des situations que l'on peut rencontrer au cours d'un voyage dans une région où la langue est parlée. Je peux prendre part sans préparation à une conversation sur des sujets familiers ou d'intérêt personnel ou qui concernent la vie quotidienne (par exemple famille, loisirs, travail, voyage et actualité).	Je peux communiquer avec un degré de spontanéité et d'aisance qui rend possible une interaction normale avec un locuteur natif. Je peux participer activement à une conversation dans des situations familières, présenter et défendre mes opinions.	Je peux m'exprimer spontanément et couramment sans trop apparemment avoir besoin de chercher mes mots. Je peux utiliser la langue de manière souple et efficace pour des relations sociales ou professionnelles. Je peux exprimer mes idées et opinions avec précision et lier mes interventions à celles de mes interlocuteurs.	Je peux participer sans effort à toute conversation ou discussion et je suis aussi très à l'aise avec les expressions idiomatiques et les tournures courantes. Je peux m'exprimer couramment et exprimer avec précision de fines nuances de sens. En cas de difficulté, je peux faire marche arrière pour y remédier avec assez d'habileté et pour qu'elle passe presque inaperçue.
	<b>S'exprimer oralement en continu</b> 	Je peux utiliser des expressions et des phrases simples pour décrire mon lieu d'habitation et les gens que je connais.	Je peux utiliser une série de phrases ou d'expressions pour décrire en termes simples ma famille et d'autres gens, mes conditions de vie, ma formation et mon activité professionnelle actuelle ou récente.	Je peux articuler des expressions de manière simple afin de raconter des expériences et des événements, mes rêves, mes espoirs ou mes buts. Je peux brièvement donner les raisons et explications de mes opinions ou projets. Je peux raconter une histoire ou l'intrigue d'un livre ou d'un film et exprimer mes réactions.	Je peux m'exprimer de façon claire et détaillée sur une grande gamme de sujets relatifs à mes centres d'intérêt. Je peux développer un point de vue sur un sujet d'actualité et expliquer les avantages et les inconvénients de différentes possibilités.	Je peux présenter des descriptions claires et détaillées de sujets complexes, en intégrant des thèmes qui leur sont liés, en développant certains points et en terminant mon intervention de façon appropriée.	Je peux présenter une description ou une argumentation claire et fluide dans un style adapté au contexte, construire une présentation de façon logique et aider mon auditeur à remarquer et à se rappeler les points importants.
<b>É C R I R E</b>	<b>Ecrire</b> 	Je peux écrire une courte carte postale simple, par exemple de vacances. Je peux porter des détails personnels dans un questionnaire, inscrire par exemple mon nom, ma nationalité et mon adresse sur une fiche d'hôtel.	Je peux écrire des notes et messages simples et courts. Je peux écrire une lettre personnelle très simple, par exemple de remerciements.	Je peux écrire un texte simple et cohérent sur des sujets familiers ou qui m'intéressent personnellement. Je peux écrire des lettres personnelles pour décrire expériences et impressions.	Je peux écrire des textes clairs et détaillés sur une grande gamme de sujets relatifs à mes intérêts. Je peux écrire un essai ou un rapport en transmettant une information ou en exposant des raisons pour ou contre une opinion donnée. Je peux écrire des lettres qui mettent en valeur le sens que j'attribue personnellement aux événements et aux expériences.	Je peux m'exprimer dans un texte clair et bien structuré et développer mon point de vue. Je peux écrire sur des sujets complexes dans une lettre, un essai ou un rapport, en soulignant les points que je juge importants. Je peux adopter un style adapté au destinataire.	Je peux écrire un texte clair, fluide et stylistiquement adapté aux circonstances. Je peux rédiger des lettres, rapports ou articles complexes, avec une construction claire permettant au lecteur d'en saisir et de mémoriser les points importants. Je peux résumer et critiquer par écrit un ouvrage professionnel ou une oeuvre littéraire.

# Self-assessment grid

		A1	A2	B1	B2	C1	C2
<b>U N D E R S T A N D I N G</b>	<b>Listening</b> 	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	<b>Reading</b> 	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
<b>S P E A K I N G</b>	<b>Spoken Interaction</b> 	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	<b>Spoken Production</b> 	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
<b>W R I T I N G</b>	<b>Writing</b> 	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

# Résumé des expériences linguistiques et interculturelles

## Summary of language learning and intercultural experiences



Nom / Name \_\_\_\_\_

→1 Jusqu'à 1 an  
Up to 1 year

→3 Jusqu'à 3 ans  
Up to 3 years

→5 Jusqu'à 5 ans  
Up to 5 years

5→ Plus de 5 ans  
Over 5 years

Langue: Language:																								
Apprentissage et utilisation de la langue dans le pays / la région où la langue n'est pas utilisée: 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→
Enseignement primaire / secondaire / professionnel Primary / secondary / vocational education																								
Enseignement supérieur Higher education																								
Education des adultes Adult education																								
Autres cours Other courses																								
Utilisation régulière sur le lieu de travail Regular use in the workplace																								
Contacts réguliers avec des locuteurs de cette langue Regular contact with speakers of the language																								
Autre Other																								
Informations complémentaires concernant des expériences linguistiques et interculturelles Further information on language and intercultural experiences																								

# Résumé des expériences linguistiques et interculturelles

## Summary of language learning and intercultural experiences



Nom / Name \_\_\_\_\_

→1 Jusqu'à 1 mois  
Up to 1 month

→3 Jusqu'à 3 mois  
Up to 3 months

→5 Jusqu'à 5 mois  
Up to 5 months

5→ Plus de 5 mois  
Over 5 months

Langue: Language:																								
Séjours dans une région où la langue est utilisée: 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→
Participation à un cours de langue Attending a language course																								
Etudes, formation dans la langue Using the language for study or training																								
Utilisation professionnelle de la langue Using the language at work																								
Autre Other																								
Informations complémentaires concernant des expériences linguistiques et interculturelles Further information on language and intercultural experiences																								







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Contact: EU-Project Milestone, English Portfolio Version: c/o Barbara Lazenby Simpson, Integrate Ireland Language and Training; email: [bsimpson@tcd.ie](mailto:bsimpson@tcd.ie)  
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