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**European Language Portfolio for Deaf and Hard of Hearing People**

# **LANGUAGE BIOGRAPHY**



With the support of the Lifelong Learning Programme of the European Union.

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## ELPDHH Language Biography

### Why a Language Biography?

#### The Language Biography :

Encourages you to get more involved in your language learning, prompting you to think about how you are progressing and by what methods you learn most effectively.

Helps you to focus on what it is that you can actually **do** with each language you are learning.

Makes you aware of and encourages you to value the languages you have grown up with or learnt informally through your various contacts with speakers of those languages. It reminds you that the classroom is **not** the **only** place where you have learnt or can learn a language.

Therefore encourages you to become 'plurilingual' – competent in a number of languages,

Draws attention to the value of being able to interact effectively with people from cultures other than your own and invites you to reflect on how well you do this and in what ways you can make further progress.

**From this point on, you are asked to record a number of facts and opinions about your language learning achievements and continuing progress under the following headings:**

#### 1. Your personal language background

Your mother tongue – languages you have grown up with at home and in your community of upbringing

Languages you have learnt and/or continue to learn in a formal setting (e.g. school or work-based training) and Languages you have learnt informally (i.e. not only in class).

**2. Your present language learning.** This section contains checklists, which are based on the self-assessment scale in your Passport and related to practical tasks you can do. You are asked to record how well you can cope with each task listed.

**3. Your intercultural experiences.** You are asked to reflect on your experiences and effectiveness in interacting with people whose cultures differ from your own.

## MY PERSONAL LANGUAGE BACKGROUND

**My mother tongue(s):**

**Other languages spoken at home or in community of upbringing:**

**Languages I have learnt**

<b>Language 1</b> (specify the language, for example, German):						
<b>Formal learning</b> (describe – e.g. school, business course)						
<b>Informal learning</b>						
(Mark the applicable circumstances related to your informal learning of this language by writing X)						
through travel and tourism:						
through friendships and other social contacts:						
through my working life						
through self-study						
<b>Additional comments</b>						
Write below any comments about your experience in learning this language						
Reasons for choosing and studying the language (it may have been the only choice):						
Which courses you have followed and the qualifications acquired:						
How you felt about the experience of learning the language:						
Teaching and learning activities that inspired or failed to inspire your learning (what you particularly enjoyed or disliked):						
What use you now make of the language:						
How learning this language has benefited your learning of other languages:						
Other (any further comments of interest):						
<b>My current attainments</b>	<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>B2</b>	<b>C1</b>	<b>C2</b>
<i>Listening:</i>						
<i>Spoken interaction:</i>						
<i>Spoken production:</i>						
<i>Reading:</i>						
<i>Writing:</i>						

<b>Language 2</b> (specify the language, for example, German):						
<b>Formal learning</b> (describe – e.g. school, business course)						
<b>Informal learning</b>						
(Mark the applicable circumstances related to your informal learning of this language by writing X)						
through travel and tourism:						
through friendships and other social contacts:						
through my working life						
through self-study						
<b>Additional comments</b>						
Write below any comments about your experience in learning this language						
Reasons for choosing and studying the language (it may have been the only choice):						
Which courses you have followed and the qualifications acquired:						
How you felt about the experience of learning the language:						
Teaching and learning activities that inspired or failed to inspire your learning (what you particularly enjoyed or disliked):						
What use you now make of the language:						
How learning this language has benefited your learning of other languages:						
Other (any further comments of interest):						
<b>My current attainments</b>	<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>B2</b>	<b>C1</b>	<b>C2</b>
<i>Listening:</i>						
<i>Spoken interaction:</i>						
<i>Spoken production:</i>						
<i>Reading:</i>						
<i>Writing:</i>						

<b>Language 3</b> (specify the language, for example, German):						
<b>Formal learning</b> (describe – e.g. school, business course)						
<b>Informal learning</b>						
(Mark the applicable circumstances related to your informal learning of this language by writing X)						
through travel and tourism:						
through friendships and other social contacts:						
through my working life						
through self-study						
<b>Additional comments</b>						
Write below any comments about your experience in learning this language						
Reasons for choosing and studying the language (it may have been the only choice):						
Which courses you have followed and the qualifications acquired:						
How you felt about the experience of learning the language:						
Teaching and learning activities that inspired or failed to inspire your learning (what you particularly enjoyed or disliked):						
What use you now make of the language:						
How learning this language has benefited your learning of other languages:						
Other (any further comments of interest):						
<b>My current attainments</b>	<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>B2</b>	<b>C1</b>	<b>C2</b>
<i>Listening:</i>						
<i>Spoken interaction:</i>						
<i>Spoken production:</i>						
<i>Reading:</i>						
<i>Writing:</i>						

## MY PRESENT LANGUAGE LEARNING

### CHECKLISTS FOR ASSESSMENT OF MY LANGUAGE SKILLS

These checklists refer to your current language learning.

The checklists enable you to focus precisely on the performance of tasks that contribute to your attainment at the level at which you are currently aiming.

The checklists are important, because:

- They enable you to think objectively about your progress
- They provide a focus for discussion between you and your tutor
- They provide a detailed picture of your competence for anyone seeking to employ you in a role in which the language you are learning will play a significant part

For each “I can...” statement, choose your assessment rating on a scale 1 to 3:

**I can do this a little 1**

**I can do this fairly well 2**

**I can do this really well 3 (task achieved)**

**You are considered to have achieved a certain level for each skill, if you can record at least four tasks in which you score 3 points**

Ask your teacher to assess your competence on the same scale.

Compare your assessment with the results of your teacher’s assessment

If you want to improve or attain the competence described in this statement, show your priority on a scale of 1 (high priority) to 5 (low priority) next to the ‘The priority for this task is’ prompt.

Below is an example of how the grid is filled in.

<b>Language:</b>  (Tick the box that best describes your performance for each task: if your teacher/tutor agrees with your self-assessment, they will tick the shaded box for the level of progress you have ticked. If not, they may either leave their box blank or tick the level of progress they believe you have made)	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is
	1		2		3		0-5

### LISTENING

<b>Listening A1</b>							
(a) I can pick out enough familiar words from a short, simple conversation to identify the topic being talked about.					☐	☐	5
(b) I can identify recently learned basic phrases which occur in a short simple conversation					☐	☐	4
(c) I can understand a short, simple conversation in which familiar words and basic phrases are combined to exchange personal information.			☐	☐			2
(d) I can understand the general meaning of a short simple conversation about personal and family details.	☐	☐					1
(e) I can understand the general meaning of a short simple conversation about work and environment details.							1

**PHOTOCOPY PAGES 7-16 BEFORE YOU WRITE ON THEM IF YOU ARE LIKELY TO NEED TO COMPLETE A CHECKLIST FOR MORE THAN ONE LANGUAGE**

## LISTENING

<b>Language:</b>  (Tick the box that best describes your performance for each task: if your teacher/tutor agrees with your self-assessment, they will tick the shaded box for the level of progress you have ticked. If not, they may either leave their box blank or tick the level of progress they believe you have made)	I can do this a little  1		I can do this fairly well  2		I can do this really well  3		My priority for this task is  0-5
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<b>Listening A1</b>							
(a) I can pick out enough familiar words from a short, simple conversation to identify the topic being talked about.							
(b) I can identify recently learned basic phrases which occur in a short simple conversation							
(c) I can understand a short, simple conversation in which familiar words and basic phrases are combined to exchange personal information.							
(d) I can understand the general meaning of a short simple conversation about personal and family details.							
(e) I can understand the general meaning of a short simple conversation about work and environment details.							
<b>Listening A2</b>							
(a) I can understand a short conversation in which personal and family information is exchanged, including simple references to past events and future plans							
(b) I can understand what is said when someone gives a simple description of their job or studies, including simple references to past experience and future hopes							
(c) I can understand directions to a nearby place, though I may need to check my whereabouts in stages.							
(d) I can understand an announcement to passengers/customers in (e.g.) a station, airport or store if I can see the speaker's face or if someone with me repeats the announcement to me.							
(e) I can understand short dialogues or commentaries from filmed or televised sources where I can see the speaker's face or if someone with me repeats the text.							
<b>Listening B1</b>							
(a) I can understand a conversation in which personal and family information and opinions are exchanged, including references to past events and future plans.							
(b) I can understand what is said when someone gives a full description of their job or studies, including the expression of straightforward opinions, past experience and future hopes.							
(c) I can understand what is said when someone talks about the area they live in, including its advantages and disadvantages.							
(d) I can understand a set of spoken instructions (e.g.) for operating a machine or preparing a simple meal.							
(e) I can understand dialogues or commentaries from films or TV programmes where I can see the speaker's face or if someone with me repeats the text.							
<b>Listening B2</b>							
I can understand an extended conversation in which everyday personal information and opinions are exchanged, including past events, future plans and speculation on various possibilities							
I can understand when someone talks about a job- or study-related issue including past experience and future hopes and the expression of opinions involving quite complex justifications.							
I can keep up with a discussion about a local or national issue in which there is a rapid exchange of views							
I can understand advice about dealing with a problem in a area familiar to me and the reasons given for following various courses of action							
I can understand a film or TV dialogue or commentary in which the pros and cons of a familiar issue are presented or debated, where I can see the speaker's face or if someone with me repeats the text.							

<b>Language:</b>  (Tick the box that best describes your performance for each task: if your teacher/tutor agrees with your self-assessment, they will tick the shaded box for the level of progress you have ticked. If not, they may either leave their box blank or tick the level of progress they believe you have made)	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is
	1		2		3		0-5

<b>Listening C1</b>							
(a) I can understand an extended general conversation whose the structure is very fluid and whose subject-matter is wide-ranging.							
(b) I can understand when someone talks in detail about a professional or technical matter within my broad experience.							
(c) In any conversation, I can appreciate such features as humorous or ironic touches that would be readily appreciated by the average native speaker.							
(d) I can understand advice about dealing with a specialised problem in an area familiar to me (e.g. health, taxation etc) and the reasons given for following various courses of action.							
(e) I can understand a film or TV dialogue or commentary in which the pros and cons of a specialised issue (e.g. social, economic, etc), within my broad experience, are presented or debated, where I can see the speaker's face.							
<b>Listening C2</b>							
(a) I can understand an extended conversation on any topic.							
(b) I can understand when someone talks about any professional or technical matter including highly specific vocabulary and references.							
(c) In any conversation I can appreciate such features as humorous or ironic touches and allusions that might not be appreciated by all native speakers.							
(d) I can understand recommendations on any specialised problem on a wide range of topics (e.g. scientific, philosophical) and elaborate justifications given for solutions.							
(e) I can understand a film or TV dialogue or commentary in which the pros and cons of any specialised issue (e.g. social, economic, etc) are presented or debated, where I can see the speaker's face.							

## Spoken Interaction

Language:	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is
(Tick the box that best describes your performance for each task: if your teacher/tutor agrees with your self-assessment, they will tick the shaded box for the level of progress you have ticked. If not, they may either leave their box blank or tick the level of progress they believe you have made)	1		2		3		0-5

<b>Spoken interaction A1</b> (When carrying out these tasks, I use a small repertoire of familiar questions and answers, sometimes single words.)							
(a) I can interact, usually with single word responses, in a very short social dialogue in which common set phrases, such as greetings, enquiries after my health, etc occur.							
(b) I can respond briefly to questions about my identity, place of origin, family and occupation.							
(c) I can obtain, basic goods and services (e.g. food, tickets) where there are no complications in the transaction.							
(d) I can obtain basic information (e.g. time, locations) where the answer is uncomplicated.							
(d) I can give, basic information (e.g. time, locations) where the answer is uncomplicated.							
<b>Spoken interaction A2</b> (When carrying out these tasks, I use short, familiar phrases and learnt sentence forms, but am not yet able keep the conversation going myself.)							
(a) I can take part in a short dialogue about myself, my family and origins.							
(b) I can exchange simple information about current work or studies.							
(c) I can obtain basic goods and services (e.g. food, tickets) and cope with minor unpredictable situations, e.g. being offered alternatives, when the situation is slowly and clearly explained.							
(d) I can obtain basic information (e.g. time, locations) and seek clarification (e.g. by repetition of information received or simple supplementary questions).							
(e) I can give basic information (e.g. time, locations) and seek clarification (e.g. by repetition of information received or simple supplementary questions).							
<b>Spoken interaction B1</b> (When carrying out these tasks, I use a variety of straightforward sentences I can construct myself.)							
(a) I can sustain a simple conversation exchanging personal information, and expressing simple, reasoned opinions							
(b) I can talk about my work or studies, expressing simple, reasoned opinions.							
(c) I can obtain goods or services, when travelling, responding appropriately to unpredictable situations, such as non-availability or choice and giving simple reasons for preferences.							
(d) I can exchange basic information (e.g. time, locations) and give or seek further clarification.							
(e) I can, in the course of a social conversation, describe and understand past experiences and future hopes or plans.							
<b>Spoken interaction B2</b> Checklist tasks (tasks (d) and (e) relate to competences which may emerge during the performance of any of (a), (b) or (c)).							
(a) I can hold a fluent conversation with one or two other speakers on personal or family topics, expressing and justifying opinions and referring to past experiences and future plans.							
(b) I can hold a fluent conversation with one or two other speakers on occupational topics, expressing and justifying opinions and referring to past experiences and future plans.							
(c) I can hold a fluent conversation with one or two other speakers on topics of current interest (e.g. familiar news items), expressing and justifying opinions and referring to past events and future possibilities.							
(d) In the course of a conversation, I can draw inferences from and respond to, non-verbal signals such as bodily stance, gesture and facial expression.							
(e) In the course of a conversation, I can, with some effort, improvise expressions sufficiently well to convey a meaning for which I do not have the precise expression.							

<b>Language:</b>  (Tick the box that best describes your performance for each task: if your teacher/tutor agrees with your self-assessment, they will tick the shaded box for the level of progress you have ticked. If not, they may either leave their box blank or tick the level of progress they believe you have made)	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is
	1		2		3		0-5

<b>Spoken interaction C1</b> Checklist tasks (tasks (d) and (e) relate to competences which may emerge during the performance of any of (a), (b) or (c)).							
(a) I can take part in a wide-ranging social conversation in a small group, making a proportionate contribution and responding appropriately to points made.							
(b) I can engage in a work- or study-based conversation making a proportionate contribution, responding appropriately to points made and normally including precise expressions specific to the work or study area.							
(c) I can engage in a conversation on a topic of serious current interest, (e.g. scientific, philosophical) making a proportionate contribution, responding appropriately to points made and normally including precise expressions specific to the work or study area.							
(d) In the course of a conversation, I can understand others' lines of argument and develop my own.							
(e) In the course of a conversation, I usually detect subtle inferences, including non-verbal signals, and I may improvise spontaneously to convey a meaning for which I do not have the precise expression.							
<b>Spoken interaction C2</b>							
(a) I can take a full part in any social conversation, understanding and responding to all idiomatic expressions, colloquialisms and subtle inferences (e.g. non-verbal).							
(b) I can take a full part in any work- or study-based discussion, understanding and responding to all idiomatic expressions, colloquialisms, (verbal) inferences and professional or technical expressions used.							
(c) I can take a full part in any discussion of a topic of current interest (e.g. scientific, literary philosophical), understanding and responding to all idiomatic expressions, colloquialisms, (verbal) inferences and learned expressions used.							
(d) I can cope with discussion in large groups, provided that I can pick out and see clearly the face of the person speaking.							
(e) My command of the language is such that on the rare occasions where I have to improvise, this may go unnoticed.							

## SPOKEN PRODUCTION

<b>Language:</b>  (Tick the box that best describes your performance for each task: if your teacher/tutor agrees with your self-assessment, they will tick the shaded box for the level of progress you have ticked. If not, they may either leave their box blank or tick the level of progress they believe you have made)	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is
	1		2		3		0-5

<b>Spoken production A1</b>							
(a) In a learning situation, I can say a small range of words for familiar people, places or objects. (e.g. a relative, a shop, a classroom object)							
(b) In a learning situation, I can describe myself and others carrying out familiar actions. (e.g. working, eating, talking)							
(c) In a learning situation, I can give simple descriptions of familiar people, places or objects. (e.g. a tall man, a wide river, a striped shirt )							
(d) I can describe myself and/or a friend in a few short sentences.							
(e) I can describe my home in a few short sentences.							
<b>Spoken production A2</b> (When carrying out these tasks, I can keep going for 45-60 seconds combining familiar words and phrases into a series of sentences.)							
(a) I can introduce and describe myself.							
(b) I can describe my family or friends							
(c) I can describe where I live.							
(d) I can describe my education.							
(e) I can describe my present or most recent job.							
<b>Spoken production B1</b> Checklist tasks (When carrying out these tasks, I can keep going for 2-3 minutes)							
(a) I can give a short, spoken account of an aspect of my life, including past events and dreams, hopes or ambitions.							
(b) I can describe something that happened to me or someone I know.							
(c) I can give a short account of the events of a book, broadcast or film.							
(d) I can describe a person or object, using evidence of sound or touch.							
(e) I can give my opinion of a person, place or event, giving simple reasons.							
<b>Spoken production B2</b> (When carrying out these tasks, I can keep going for 4-5 minutes)							
(a) I can talk for a few minutes about a famous person (e.g. politician, sport or music celebrity).							
(b) I can explain my course of studies or what I do for a living and some of its challenges and satisfactions.							
(c) I can explain a pastime or hobby and the reasons for my enjoyment of it.							
(d) I can express a view, with reasons on a topic of current interest (e.g. news item, familiar social issue)							
(e) I can outline, giving the merits of each, some possible solutions to a well-known problem (e.g. Third World, Global Warming)							

<b>Language:</b>  (Tick the box that best describes your performance for each task: if your teacher/tutor agrees with your self-assessment, they will tick the shaded box for the level of progress you have ticked. If not, they may either leave their box blank or tick the level of progress they believe you have made)	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is
	1		2		3		0-5

<b>Spoken production C1</b> (When carrying out these tasks, I can keep going for at least 10 minutes)							
(a) I can present myself as a candidate for a job, explaining in detail why I believe I would be a good choice.							
(b) I can put the cases for and against a political or moral stance (e.g. military intervention, legislation), bringing in related problems.							
(c) I can explain a difficulty I or another person faces in their work or education, (e.g. career possibilities, choice of specialisation) considering the merits of various options.							
(d) I can give a review of a book, film, play, etc, expressing and justifying my overall opinion.							
(e) I can explain an important feature of my native nation or culture (e.g. religion, economic resources, political background) outlining the problems this feature raises and how they are being, or might be, addressed.							
<b>Spoken production C2</b> (When carrying out these tasks, I can keep going for at least 20 minutes)							
(a) I can give an extended autobiographical account, speculating on what might have transpired had things taken a different course and introducing various stylistic devices (e.g. humour, irony, cultural allusions) to make the presentation as interesting as possible.							
(b) I can summarise a major social or political event that has had bearings on my nation or culture, drawing comparisons with, and showing some understanding of, the nation and culture of the audience. I would assess how my nation/culture has responded to the challenge posed.							
(c) I can explain an important challenge facing my professional or business sector and how it might be addressed. My style would be appropriate to a professional audience, incorporating precise, specialised terminology and taking account of their own native business culture.							
(d) I can review any work of performance or plastic art or literature from the culture of the audience, revealing my understanding of its context, but also demonstrating, with reasons, its impact on me as an outsider.							
(e) I can, when required to do so, answer questions from the audience, provided that I can identify, and clearly see the face of, the speaker.							

## READING

<b>Language:</b>  <b>(Tick the box that best describes your performance for each task: if your teacher/tutor agrees with your self-assessment, they will tick the shaded box for the level of progress you have ticked. If not, they may either leave their box blank or tick the level of progress they believe you have made)</b>	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is
	1		2		3		0-5

<b>Reading A1</b>							
(a) In a learning situation I can understand a small repertoire of individual commonly occurring words and set phrases.							
(b) In a learning situation I can understand a small repertoire of commonly occurring signs and brief notices.							
(c) I can understand brief instructions or explanations in public places (e.g. on a vending machine or museum label).							
(d) I can understand brief texts such as prompts on forms to be filled in or listed short items.							
(e) I can understand very short messages (e.g. e-mails) composed of familiar words and phrases.							
<b>Reading A2</b> (rough guideline 20-100 words)							
(a) I can understand messages with brief information or requests.							
(b) I can get the general meaning of short notices or publicity.							
(c) I can understand very short news items containing familiar language.							
(d) I can understand highly predictable short letters (e.g. greeting and giving or asking for everyday news).							
(e) I can understand very short predictable work-related letters. (e.g. confirming orders)							
<b>Reading B1</b> Checklist tasks (rough guideline 100-200 words)							
(a) I can understand a letter from a friend or family member with less predictable content (e.g. describing a recent event).							
(b) I can understand a letter received in the workplace with less predictable content (e.g. concerning a delivery failure).							
(c) I can understand a short news item on a familiar topic.							
(d) I can understand a set of instructions (e.g. on assembling or operating equipment, preparing a meal etc).							
(e) I can understand a guide book or similar entry about a place of interest.							
<b>Reading B2</b> (rough guideline 500 + words)							
(a) I can understand a lengthy personal letter containing varied subject matter, including delicate issues or making subtle inferences.							
(b) I can understand a lengthy and detailed work-related letter, including work-specific terms and expressions.							
(c) I can understand a news article debating a topical question or attacking/defending a position.							
(d) I can understand a contemporary short story passage in a moderately accessible literary style. (e.g with a number of non-literal figures of speech or other stylistic effects).							
(e) I can understand an article written for non-specialist readers on a scientific, technical or similarly specialised subject.							

<b>Language:</b>  (Tick the box that best describes your performance for each task: if your teacher/tutor agrees with your self-assessment, they will tick the shaded box for the level of progress you have ticked. If not, they may either leave their box blank or tick the level of progress they believe you have made)	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is
	1		2		3		0-5

<b>Reading C1</b> (rough guideline 2000 + words)							
(a) I can understand lengthy technical correspondence, manuals and reports with a bearing on my occupation.							
(b) I can understand long newspaper and journal articles on serious (e.g. political, economic, social) topics.							
(c) I can understand longer extracts/chapters from books written for non-specialists readers on a wide range of specialist subjects (e.g. scientific, social, philosophical)							
(d) I can read with enjoyment a novel written in a fairly accessible literary style that would be appreciated by an average native reader.							
(e) I can read in a variety of genres with very infrequent recourse to a bilingual dictionary.							
<b>Reading C2</b> Checklist tasks (rough guideline 5000 + words)							
(a) I can read with ease highly specialised technical, legal etc, reports and similarly demanding documents even when these are not in a familiar occupational field.							
(b) I can understand long newspaper and journal articles on serious (e.g. political, economic, social) topics.							
(c) I can read with ease literary works of considerable stylistic and conceptual difficulty, often appreciating ironies, nuances and allusions that would challenge the average native reader.							
(d) If called upon to do so, I can translate at sight (into my mother tongue) difficult passages from any text, e.g. for the information of work colleagues, conveying precise meaning and inference, sometimes through good paraphrasing, though not necessarily replicating style as fully as a professional translator.							
(e) If called upon to do so, I can explain (in my mother tongue), from detailed notes made, part or all of a highly complex complete text, e.g. for the information of work colleagues.							

## WRITING

<b>Language:</b>  <b>(Tick the box that best describes your performance for each task: if your teacher/tutor agrees with your self-assessment, they will tick the shaded box for the level of progress you have ticked. If not, they may either leave their box blank or tick the level of progress they believe you have made)</b>	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is
	1		2		3		0-5

<b>Writing A1</b>							
(a) In a learning situation I can write a small repertoire of individual common words from dictation or other prompt.							
(b) In a learning situation I can write a small repertoire of common set phrases from dictation or other prompt.							
(c) I can combine learnt words and phrases to compose a short, handwritten postcard text.							
(d) I can combine learnt words and phrases to compose a short e-mail message.							
(e) I can fill in forms giving very basic personal details.							
<b>Writing A2</b> (approximate length of writing tasks – 50 to 100 words) (Tasks (d) and (e) are completed through the performance of any of tasks (a) to (c))							
(a) I can write a short simple message to a friend (e.g. making a social arrangement).							
(b) I can write a short simple memo to a work colleague (e.g. reporting progress with an assignment).							
(c) I can write a short simple personal letter, observing standard conventions.							
(d) In any writing task I can construct very simple original sentences as well as using learnt set phrases.							
(e) In any writing task, I can make proper use of simple reference material such as a personal vocabulary list or glossary.							
<b>Writing B1</b> (approximate length of writing tasks – 50 to 100 words) (Tasks (d) and (e) are completed through the performance of any of tasks (a) to (c))							
(a) I can write an informative letter (e.g. concerning recent experiences) to a friend.							
(b) I can write a work-related letter or extended e-mail (to a colleague/customer/supplier etc) explaining a simple problem or situation.							
(c) I can write an account of an interest or activity I have, explaining why I find it absorbing.							
(d) In any written text, I can demonstrate my ability to refer to past events or future hopes or plans.							
(e) I can make proper use of reference material such as a simple bilingual dictionary.							
<b>Writing B2</b> (approximate length of writing tasks – 50 to 100 words) (Task (e) is completed through the performance of any of tasks (a) to (d))							
(a) I can write an extended letter to a friend in which there is a need for tact, sympathy or negotiation (e.g. where there has been a recent mishap or a conflict of preferences).							
(b) I can write a work-related letter in which there is a need to address a problem diplomatically (e.g. where a requirement has not been satisfied)							
(c) I can write a report of the proceedings of a work or other group meeting or of the progress of a current project, making appropriate comments or recommendations.							
(d) I can write a letter to the press, taking sides over or weighing pros and cons of an issue of current concern.							
(e) I can make proper use of reference material such as an advanced bilingual dictionary, showing my ability to make a suitable choice from multiple entries.							

<b>Language:</b>  (Tick the box that best describes your performance for each task: if your teacher/tutor agrees with your self-assessment, they will tick the shaded box for the level of progress you have ticked. If not, they may either leave their box blank or tick the level of progress they believe you have made)	I can do this a little		I can do this fairly well		I can do this really well		My priority for this task is
	1		2		3		0-5

<b>Writing C1</b> (approximate length of writing tasks – 50 to 100 words) (Task (e) is completed through the performance of any of tasks (a) to (d))							
(a) I can write a personal letter in which there is a matter of considerable delicacy, requiring tact and well-chosen expressions and a structure that makes clear the concerns and priorities expressed.							
(b) I can write a technically sophisticated letter on a work issue requiring careful choice of words and a persuasive structure.							
(c) I can write an extended report of work or other proceedings, drawing attention to various problems and options for their resolution.							
(d) I can write an article on a specialist topic in which an argument is developed around matters of concern (e.g. global warming, world poverty). This would be moderately researched with significant references.							
(e) I can make proper use of both an advanced bilingual dictionary and a monolingual dictionary, showing my ability to make a suitable choice from multiple entries.							
<b>Writing C2</b> (approximate length of writing tasks – 50 to 100 words) (Task (e) is completed through the performance of any of tasks (a) to (d))							
(a) I can write a personal letter in which matters of extreme sensitivity are raised and appropriateness of expression and structure is essential for a satisfactory outcome.							
(b) I can write a business letter in which both accurate technical expression and a carefully developed argument are essential for a satisfactory outcome. The effect achieved would be consistent with a high-level communication.							
(c) I can write a full length journal article, fit for publication, subject to final editing, on a topic of work interest (e.g. the impact of a new technology on future production) or personal interest (e.g. environmental issue).							
(d) I can write a lengthy review of a performance, exhibition, work of creative writing etc, fit for publication.							
(e) Although my command of the language is of the highest order, I can occasionally make appropriate use of a monolingual dictionary to confirm the exact nuance I am looking for.							

## MY LANGUAGE LEARNING EXPERIENCE

In this section you should try to provide a picture of how you think you operate best as a language learner. In the grid below, mark out (e.g. by shading or a X) an area in which you think your learning style best fits. For example, if you are a little shy of working with others and prefer working alone until you are sure you are not likely to make a mistake, you would mark your 'learning zone' in the lower left-hand quarter. If you are a bit of a risk-taker and quite enjoy group- or pair-work your preferred 'learning zone' would be in the upper right-hand quarter.

What sort of a language learner I am:

			Engage in group activities, e.g. oral work. <b>Extravert learner.</b>		
Learn the grammar and vocabulary formally first, before using language. <b>Play safe</b>					Be exposed to the language and deduce how it works by trying it out. <b>Take risks</b>
			Work alone on mastering skills, e.g. translation. <b>Reflective learner</b>		

**My reasons for thinking this:**

The grid above gives a quick 'snapshot' of how you feel about language learning. Next, comes a list of the sorts of things you may be asked to do in language lessons.

**How you react to various teaching/learning activities when you learn a language.**

On a scale of 0 ('greatly dislike – feel threatened by') to 5 ('greatly enjoy – feel confident in'), give your personal rating to these activities. Write your score in the white box next to each item. Leave the shaded box in that row blank

	The tutor:	A	B
1	always uses the foreign language expecting me to work out what is being said.		
2	gives regular lists of vocabulary to learn and tests me.		
3	sets a lot of written exercises in class which are marked and discussed.		
4	often gets us to practise oral work in pairs, using a stimulus, e.g. role-play cards.		
5	attaches a lot of importance to translation in lessons.		
6	gives me an imaginary situation, and asks me to write a letter or report based on it		
7	regularly gives me a recorded listening comprehension exercise or test		
8	expects me to use a range of linguistic and commonsense strategies to work out the meaning of an unfamiliar foreign language text		
9	tends to begin a teaching unit with a reading text, which we explore for grammar points		
10	gets me to write a work-related report for homework		
11	asks me to read a foreign language text aloud to the class		
12	uses games as a language teaching technique		
13	gives gap filling exercises to practise grammatical points		
14	tests my reading comprehension using multiple-choice items		
15	sometimes asks me to match items e.g. words with pictures as a listening comprehension exercise or test		
16	records me making a short presentation in the foreign language		
17	asks me questions about a text using the foreign language		
18	gives me a difficult text e.g from a real newspaper and asks me to use logic and contextual clues (e.g. headlines, pictures)to work out the meaning		
19	outlines a simulated situation (e.g. asking the way)in which I have to play a role		
20	writes a list of vocabulary on the board and comments on each item before the lesson gets under way		
21	when marking my written work, ignores some mistakes and focuses instead on a few he/she wants me to pay special attention to		
		A	B
	Totals for A and B		

**Now check your result – here is your key to the learning styles items:**

**It will help you to get a deeper insight into what sort of a learner you are.**

**The comments on each score are not meant to 'label' you as a type of learner, but more to get you to reflect on how you have studied so far and how you may become more effective as a language learner. You may disagree with some suggestions and this is not a problem!**

**Most importantly, these comments can give you the basis for discussion with your teacher on your present strengths and ways in which you can try to develop further.**

Add up the scores for column A. These items relate to activities that tend to appeal to the sociable 'risk-taker'.

If your score totals 0-11 on these items:

You may:

- ❖ invariably 'play safe' when learning a language.
- ❖ always expect vocabulary and grammar and structures to have been formally presented and explained before they are either introduced for listening or reading or used for speaking or writing.
- ❖ always tend to prefer working alone and feel uncomfortable working in a pair or group.
- ❖ always favour formal, written exercises over informal, oral activities, unless these are highly structured and focused on linguistic points.

If your score totals 12-22 on these items,

You may:

- ❖ usually 'play safe' when learning a language.
- ❖ tend to expect vocabulary and grammar and structures to have been formally presented and explained to you before they are either introduced for listening or reading or used for speaking or writing.
- ❖ usually tend to prefer working alone and feel uncomfortable working in a pair or group..
- ❖ usually favour formal written exercises over informal, oral activities, unless these are to some extent structured and focused on linguistic points.

If your score totals 23-33 on these items,

You may:

- ❖ like to feel formally prepared for activities (e.g. some prior vocabulary and grammar input) but not be afraid of making the occasional mistake.
- ❖ while expecting some prior explanation, be prepared to draw occasional inferences in listening and reading and take informed chances in speaking and writing.
- ❖ be equally at home with private and individual work and interactive learning activities, though may want help from reference sources in the latter. Quite enjoy games as a learning activity.
- ❖ be equally at home with simple written and oral tasks as long as these relate to recently learned linguistic points.

If your score totals 34-44 on these items,

You may:

- ❖ be moderately adventurous about performing tasks in which you draw on prior knowledge that is not always recent. You are not normally deterred by the risk of error.
- ❖ be able to tackle receptive and productive language tasks without preparation on topics that are fairly familiar.

- ❖ tend to prefer interactive, lifelike tasks and activities to individual work focusing on grammar. Enjoy games.
- ❖ tend to prefer lifelike written and oral activities, in which you must rely on a wide range of linguistic knowledge acquired over some time.

If your score totals 45-55 on these items,

You may:

- ❖ be very adventurous in performing tasks, often with high risk of error. (You are a compulsive risk-taker who is excited by trying out communicative possibilities.)
- ❖ be willing to take part in all manner of communicative tasks needing a knowledge of unfamiliar language and subject matter
- ❖ much prefer interactive, realistic pair and group tasks over individual and grammar-focused work. Respond very well to games, entering into them in a competitive spirit.
- ❖ much prefer realistic written and oral tasks, in which you must rely on a wide range of linguistic knowledge acquired over some time.

Add up the scores for column A. These items relate to activities that tend to appeal to the quiet 'safe-player'.

If your score totals 0-10 on these items

You may:

- ❖ invariably take risks rather than check sources when using the language
- ❖ attach no importance to mastering vocabulary and grammar when you learn a language
- ❖ always tend towards outgoing learning behaviour, e.g be impatient to get on and conduct a conversation or play a language-related game, but dislike working alone with a textbook.
- ❖ always prefer e.g. informal, oral activities to formal, written exercises

If your score totals 11-20 on these items,

You may:

- ❖ usually take risks rather than check sources when using the language.
- ❖ attach little importance to mastering vocabulary and grammar in the learning of a language.
- ❖ typically tend towards outgoing learning behaviour, e.g be impatient to get on and conduct a conversation or play a language-related game, but be less inclined to work alone with a textbook.
- ❖ typically tend to prefer e.g. informal, oral activities to formal, written exercises .

If your score totals 21-30 on these items,

You may:

- ❖ only occasionally take risks when using the language, and feel a little insecure there is no reference source to help you.
- ❖ be aware of the value of mastering vocabulary and grammar when you learn a language.

- ❖ like to combine different ways of learning, e.g. you see the value of 'social' activities that simulate real situations, but also want the activity to be supported e.g. based on recent formal learning or closely directed. Quite enjoy games as a learning activity.
- ❖ have no particular preference for either e.g. informal, oral activities or formal, written exercises.

If your score totals 31-40 on these items,

You may:

- ❖ very rarely take part in a language task unless fairly sure of most of the vocabulary and grammar needed to complete it.
- ❖ be committed to mastering vocabulary and grammar when learning a language.
- ❖ tend towards studying on your own, clearly preferring formal individual rote learning of vocabulary or grammar exercises to trying out your knowledge in a simulated real life task. Not respond particularly to games.
- ❖ tend to prefer e.g. formal, written exercises to informal, oral activities.

If your score totals 41-50 on these items,

You may:

- ❖ always insist on researching all vocabulary and grammar needed for a task before being willing to embark on it.
- ❖ be utterly absorbed by mastering vocabulary and grammar, often finding this as satisfying in its own right as using it in practical tasks
- ❖ always rather learn vocabulary by heart and do grammar exercises than apply your knowledge to simulated real life tasks. Find games irritating.
- ❖ much prefer e.g. formal, written exercises to informal, oral activities.

## INTERCULTURAL EXPERIENCES AND ENCOUNTERS

Understanding and feeling part of the culture of people who are native speakers of the language can make learning more enjoyable and help keep you focused

When you communicate with learners of the language or visit areas or communities where the language is commonly spoken, two things may happen. Firstly you may notice, sometimes to your surprise, that things are thought of and done differently; secondly these differences may have an effect on your own way of thinking and behaving in relation to the different culture.

If, and when, the second thing happens, you may find that you deal more effectively with people who belong to that culture. For example, you learn to think in advance what to do or say that will give a good impression or avoid embarrassing misunderstandings. You become aware of what people take very seriously or find funny.

As a deaf or hard of hearing learner, your contact with another culture may provide you with insights into how deafness or hearing impairment are regarded or provided for in that culture. For instance the prevailing attitude in different cultures may vary from impatient to highly aware and supportive and provision may vary from non-existent to highly sophisticated, both in social welfare and technology. Such knowledge can be valuable in future intercultural contacts.

Please record any experiences below that have influenced your perception of cultures that differ from your own. These may be purely social or holiday encounters, but ones in which you feel your effectiveness has been enhanced should be given priority.

You are asked (a) to describe your experience – what actually happened; and (b) to say how having this experience helped you be more effective when interacting with people of that culture.

Do this for as many different experiences as you think important.

(a) The nature of my intercultural experience

(b) How my intercultural experience influenced the way I now interact with people of that culture.

## 6. INTERCULTURAL SKILLS

### 6a – self-assessment

You have recorded what contacts you have had with cultures other than your own and what effect these contacts may have had on you.

In this section, you are invited to think about how effective you can be when in contact with other cultures. Read the descriptors for each of the three levels and mark x in the box below the level that best describes you. Be as honest as possible with yourself and add any notes under the level you have chosen, to explain your self-assessment.

#### Basic level

I am already willing to interact successfully with people of other cultures. I tend to pick things up and learn from these as I go along, but haven't yet the experience to work out any system of dealing with intercultural situations in general. I try to seek advice during or after the event. I respond to events, rather than planning for them. I am quite tolerant of other values, practices and customs although I might find them odd or surprising and approve or disapprove.

Comments:

#### Independent level

As a result of experience and/or training, I am beginning to have a more coherent view of some aspects of intercultural encounters that I used to deal with in a 'one-off' way. I have a mental 'map' or 'checklists' of likely future situations and am developing my skills to cope with them. I am now quicker to see familiar patterns in unfamiliar situations and can respond and adapt to them better. I try to research impending situations in advance, using various reference sources or advice. I can often draw conclusions without having to seek advice. I find it easier to respond to differences in a neutral way, rather than expressing approval or disapproval.

Comments:

#### Proficient level

I now readily apply intuitively many of the skills I was consciously developing at Independent Level. I am constantly ready for situations in which I can exercise my knowledge, judgement and skills and have a large repertoire of strategies for dealing with differences in values, customs and practices among members of a mixed cultural group. I have a good general knowledge regarding likely situations, but occasionally need to do further research or seek expert advice. I not only accept

people's entitlement to different perspectives, but am able to put myself in their place and behave so as to minimise hurt or offence. I can step in when difficulties arise and tactfully support others involved in the situation in understanding each other. I am confident enough of my position to take a polite stand on certain issues, although I still have respect for differing viewpoints.



Comments:

**Below you may wish to keep a record of developments as they occur or intercultural problems that you are currently reflecting on.**

Comments:

## 6b. Intercultural awareness, a checklist

Intercultural competence is often just an extension of common sense, courtesy and consideration, but there can be unsuspected pitfalls.

The following list gives some more concrete examples of factors that may operate when co-operation within a mixed cultural group is sought. These can be cross-checked with the level descriptors above.

Examples of intercultural difference that may require you to revise your thinking about, and/or adapt your response to, situations.

- Cultural attitudes vary as to how people respond to age, rank or status, gender etc. What is acceptable in one situation may be seen as disrespectful in another.
- Some cultures attach more importance to the formalities of language, stance, gesture or procedure than others. Errors in, e.g., modes of address, ways of looking, body language and hand gesture can cause offence or appear threatening. Acceptable physical closeness varies greatly between cultures.
- Religious belief and practice can have a bearing on what is acceptable in diet, dress, working hours etc.
- Showing awareness of even simple aspects of the language, history and civilisation of a person of another culture can enhance trust and goodwill.
- Awareness of the cultural background and events leading up to the situation we are in can help us speak and act wisely.
- Those with cultural attitudes and practices different from our own find these as normal and reasonable as we may find them odd and unreasonable.
- Certain attitudes and practices in some cultures are morally distasteful to those of other cultures. Our level of 'involvement' – how seriously we feel the need to respond such attitudes and practices, – can vary enormously and whether or how to respond may require very mature judgement.
- We may take advantage in a current intercultural encounter of experience gained in a similar, previous one, as long as we are aware of what makes this one different.
- Awareness of potential antagonisms between our own culture and others and also between cultures, other than our own, can help us exercise proper caution and tact. Such potential conflict areas may be social, religious or racial.
- There is a tendency for every culture to see other cultures as lacking some things or as being better endowed in others, which can lead to either a superior or an envious perception of another culture.
- The way we respond to actual intercultural situations can be enhanced by our having previously researched the other culture(s) through reading or seeking expert briefing.
- We are all aware of stereotypes of people of other cultures. The expectations these raise can sometimes be informative, but are also often misleading, and rarely apply fully to any one individual of the culture in question.
- Different cultures respond differently to 'otherness' (i.e. national, ethnic, religious, social variations from the norm). Physical disability or impairment is a form of 'otherness' that may be variously regarded. (see above, p.21)

Add to this list any guidelines or principles you acquire from experience of working in a multi-cultural situation.