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European Language Portfolio for Deaf and Hard of Hearing People

LANGUAGE BIOGRAPHY



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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

Language 1 (specify the language, for example, German):						
Formal learning (describe – e.g. school, business course)						
Informal learning						
(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						
Additional comments						
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):						
My current attainments	A1	A2	B1	B2	C1	C2
<i>Listening:</i>						
<i>Spoken interaction:</i>						
<i>Spoken production:</i>						
<i>Reading:</i>						
<i>Writing:</i>						

Language 2 (specify the language, for example, German):						
Formal learning (describe – e.g. school, business course)						
Informal learning						
(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						
Additional comments						
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):						
My current attainments	A1	A2	B1	B2	C1	C2
<i>Listening:</i>						
<i>Spoken interaction:</i>						
<i>Spoken production:</i>						
<i>Reading:</i>						
<i>Writing:</i>						

Language 3 (specify the language, for example, German):						
Formal learning (describe – e.g. school, business course)						
Informal learning						
(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						
Additional comments						
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):						
My current attainments	A1	A2	B1	B2	C1	C2
<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 'My priority for this task is' prompt.

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

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

LISTENING

Listening A1						
(a) I can identify what a conversation or announcement is about from key words or common phrases.	☐		☐		☐	5
(b) I can understand what is said about my family, friends and colleagues if the topics are well known to me (e.g. ages, place of work, favourite holiday place).	☐		☐		☐	4
(c) I can understand simple remarks about work and places (e.g. products, destinations)	☐		☐		☐	2
(d) I can understand straightforward announcements (e.g. travel, key words in news headlines)	☐		☐		☐	1

PHOTOCOPY PAGES 7-21 BEFORE YOU WRITE ON THEM IF YOU ARE LIKELY TO NEED TO COMPLETE A CHECKLIST FOR MORE THAN ONE LANGUAGE

LISTENING

Listening at any level

If I am deaf or have problems hearing what is said in this language, I use a variety of ways of helping myself, including the following:

- ✂ make speakers aware that I have a hearing loss (deaf or hard of hearing) (e.g. by asking them to allow me to see their face, to speak more clearly, or to lower their voice if they are shouting)*
- ✂ try to understand what is being said by speech-reading: that is, visually interpreting facial movements (eyebrows, mouth, lips) and body language (e.g. shrugs, hand movements), together with information provided by the context, language, and any residual hearing*
- ✂ ask for repetition from the speaker (e.g. a sales assistant) or from another listener (e.g. for public announcements)*
- ✂ ask the hearing speaker to spell the word or phrase*
- ✂ use aids available to anyone (e.g. volume control, amplifiers)*
- ✂ use my own equipment (e.g. hearing aids, cochlear implant/s, induction loop)*
- ✂ transfer my lip-reading skills, if any, to the new situation*

Everyday noise (e.g. traffic, restaurant clatter, crowds) can sometimes make hearing very difficult. Difficulty in hearing on certain occasions is not because of a lack of ability by me, but a temporary lack of suitable conditions preventing me from using my ability.

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

Listening A1	1		2		3		0-5
<i>At this level my comprehension depends on what is said being routine, using familiar words and phrases in a straightforward way. Conversations must be short and simple and the topics are usually predictable and quite limited.</i>							
(a) I can identify what a conversation or announcement is about from key words or common phrases.							
(b) I can understand what is said about my family, friends and colleagues if the topics are well known to me (e.g. ages, place of work, favourite holiday place).							
(c) I can understand simple remarks about work and places (e.g. products, destinations)							
(d) I can understand straightforward announcements (e.g. travel, key words in news headlines)							

Listening A2	1		2		3		0-5
<i>Conversations are simple and cover a range of familiar topics, including past events and future plans, as well as cultural references. Announcements or news items are factual and straightforward. They may have to be repeated to me for me to understand them.</i>							
(a) I can understand conversations about personal and family matters covering a range of topics.							
(b) I can understand someone giving a simple description of their job or studies.							
(c) I can follow directions to a nearby place, though I may have to ask again.							
(d) I can understand public announcements (for example, in a station, airport or department store), but I might need someone to repeat the announcement to me.							
(e) I can understand short dialogues or commentaries from film or television, but I might need to see the speaker's face or have someone repeat what is said for me.							

Language: (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 B1 <i>Conversations can cover many familiar topics, while discussions between several people (live, on television or on radio) need to be straightforward for me to understand them.</i> <i>Speakers can use a range of language to express different points of view and opinions on topics of interest.</i>	1		2		3		0-5
(a) I can understand detailed personal and family information and descriptions of people's job or studies.							
(b) I can understand descriptions of where people live, including advantages and disadvantages.							
(c) I can follow instructions (for example, how to prepare a meal, how to work a machine).							
(d) I can follow drama or documentaries on radio, film or television.							
(e) I can understand the main points of the news items on radio, film or television.							

Listening B2 <i>Speakers can cover a wide range of topics, using language which may be complicated. At times I will need further explanation of certain phrases or specialist terms to help my understanding</i>	1		2		3		0-5
(a) I can understand extended conversations in which information and opinions are exchanged about personal or work matters.							
(b) I can understand people expressing opinions or arguments about their work or studies, including speculation about causes of a breakdown.							
(c) I can follow discussions about local or national issues in which there is a rapid exchange of views.							
(d) I can understand someone explaining how to deal with a problem if it is in an area familiar to me.							
(e) I can understand dialogues or commentaries on film or television in which the pros and cons of a familiar issue are presented or debated.							

Language: (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 C1 <i>At this level, my understanding of a wide range of topics is very good, but I will probably need to check unfamiliar phrases or specialist words. Cultural references and the use of humour or irony are usually familiar to me.</i>	1		2		3		0-5
(a) I can understand wide-ranging conversations and discussions, live or on radio or television.							
(b) I can understand the details of professional or technical matters.							
(c) I can understand and appreciate the use of humour or irony which would be readily appreciated by most native speakers.							
(d) I can follow advice about dealing with specific problems (e.g. health, taxation, travel arrangements) and the reasons given for taking various courses of action.							
(e) I can understand dialogues or commentaries on film or television in which the pros and cons of specialised issues are presented or debated.							

Listening C2 <i>Any topic may be talked about using a wide range of language. My understanding will be very similar to my understanding of the same material in my own language, with cultural differences as appropriate.</i>	1		2		3		0-5
(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) I can understand and appreciate such features as humour, irony and allusions that might be missed by some native speakers.							
(d) I can understand complex arguments and advice on how to deal with specific issues over a wide range of topics.							
(e) I can understand dialogues or commentaries on film or television on any topic, but I might need to see the speaker's face or have someone repeat what is said for me.							

SPOKEN INTERACTION

Speaking at any level

All learners have problems with pronunciation when learning a language. If I have further problems caused because I am deaf or hard of hearing, I use a variety of ways of helping myself, including the following:

- ✂ make speakers aware of my pronunciation problem
- ✂ offer repetition
- ✂ use extra gestures
- ✂ use a variety of maps, symbols, sketches or written words

If these techniques are a supplement to my speaking ability, and not a replacement for it, then I consider that I am at the level described below.

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

Spoken interaction A1						
<i>For these tasks, I use short, familiar questions and answers, and sometimes just single words. Conversations are simple, and my transactions are straightforward.</i>	1		2		3	
(a) I can use common set phrases in short social dialogues (e.g. greetings, enquiries after health).						
(b) I can answer questions about my personal life (e.g. my family, occupation or where I come from).						
(c) I can buy basic goods and services (e.g. food, refreshments or tickets).						
(d) I can ask for basic information about everyday things (e.g. dates and times, or where people, places or things are).						

Spoken interaction A2						
<i>At this level my conversations use familiar phrases and sentences. My conversation partner must take the lead in extended dialogues.</i>	1		2		3	
(a) I can take part in a short dialogue about my personal life, e.g. my family, occupation or where I come from.						
(b) I can exchange simple information about my current work or studies.						
(c) I can buy basic goods and services (e.g. food, refreshments or tickets) and deal with complications if they are explained slowly and clearly.						
(d) I can ask for basic information about everyday things (e.g. dates and times, or where people, places or things are) and check or get further information by using simple questions or requests for repetition.						
(e) I can give basic information about everyday things (e.g. dates and times, or where people, places or things are) and respond to simple questions or requests for repetition.						

Language: (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

Spoken interaction B1 <i>My conversations use a range of language which I vary to suit the occasion, expressing my point of view or opinion on topics of interest. In conversation or discussion I may describe and understand past experiences, give an account of events, or express future hopes, plans or intentions.</i>	1		2		3		0-5
(a) I can carry on a simple conversation, giving personal information and expressing my opinion.							
(b) I can talk about my work or studies, and express my opinion.							
(c) I can buy basic goods and services (e.g. food, refreshments or tickets) and deal with unpredictable situations (e.g. choice, price or lack of availability).							
(d) I can ask for information about everyday things (e.g. dates and times, or where people, places or things are) and get further information by asking follow-up questions.							
(e) I can give information about everyday things (e.g. dates and times, or where people, places or things are) and respond to follow-up questions.							

Spoken interaction B2 <i>If conversations include more than one other speaker, I may need to check who is speaking or see the speaker's face clearly. Conversations or discussions may include explanations of cause and effect, justification for my opinions, or include speculation about what might happen or what might have happened. Cultural references can be made freely.</i>	1		2		3		0-5
(a) I can understand and respond to body language (e.g. gestures and facial expression) even if these are different from those in my culture.							
(b) I can usually make myself understood if I do not know the exact expression by improvising and adapting what I do know.							
(c) I can hold free-flowing conversations on personal or family topics, responding to further questions and explaining future hopes and plans.							
(d) I can hold free-flowing conversations about work and employment, including past employment or study and giving explanations.							
(e) I can hold free-flowing conversations on topics of current interest (e.g. sport, politics, the news), justifying my opinions and questioning others.							

Language: (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

Spoken interaction C1 <i>At this level, my conversation is fluent, but I will probably need to check meanings in less familiar topics. To make my dialogues easy to understand, my use of language includes improvisation or re-statements, as well as appropriate cultural references.</i>	1		2		3		0-5
(a) I can understand discussions and lines of argument, respond to them, and develop my own.							
(b) I can recognise, understand and respond appropriately to nuances, subtle inferences, and non-verbal signals.							
(c) I can take a full part in wide-ranging social conversations with individuals or in small groups.							
(d) I can take a full part in conversations about work, employment and study, using specialist terminology as necessary.							
(e) I can take a full part in conversations and formal discussions on a wide range of topics (e.g. current affairs, scientific developments, the arts, and sport) using specialist terminology as necessary.							

Spoken interaction C2 <i>My conversations and discussions cover the same range of activities and topics that I am used to in my own language. Where appropriate this includes the use of idiomatic expressions, colloquialisms, subtle inferences and non-verbal communication, and meets the cultural expectations of my listeners.</i>	1		2		3		0-5
(a) I can improvise, re-state what I say, or adapt my language so quickly and easily that this may go unnoticed.							
(b) I can take a full part in discussions with large groups, perhaps needing to be sure who is speaking.							
(c) I can take a full part in wide-ranging conversations with individuals or in small groups covering almost any topic and drawing on a wide range of specialist or unusual language.							
(d) I can manage discussions and meetings to achieve the outcomes I wish.							
(e) I can operate as effectively as I can when I speak my own language							

SPOKEN PRODUCTION

Speaking at any level

All learners have problems with pronunciation when learning a language. If I have further problems caused because I am deaf or hard of hearing, I use a variety of ways of helping myself, including the following:

- ✂ make speakers aware of my pronunciation problem
- ✂ offer repetition
- ✂ use extra gestures
- ✂ use a variety of maps, symbols, sketches or written words

If these techniques are a supplement to my speaking ability, and not a replacement for it, then I consider that I am at the level described below.

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

Spoken production A1 <i>For these tasks, I use short, familiar words and phrases alone or combined in simple sentences.</i>	1		2		3		0-5
(a) I can introduce myself and friends or family (e.g. My name is Peter. This is my wife and this is my daughter).							
(b) I can describe my work or interests and where I live or work (e.g. I live in a flat. I work in a supermarket).							
(c) I can name and describe people and places (e.g. in holiday photos: this is my son, Sam; a noisy street, a good restaurant, a big swimming pool)							

Spoken production A2 <i>For these tasks, presentations use a series of simple sentences, mainly to describe my experiences.</i>	1		2		3		0-5
(a) I can give a short description of myself and friends or family (e.g. I work in an office with my wife. My daughter is at school, and she likes sport a lot. She is a good swimmer).							
(b) I can describe my work (e.g. In my job I visit many countries. I come here three times every year. I work in the finance department of a company in Liverpool).							
(c) I can make a short speech using set phrases which suit the culture (e.g. to welcome, thank or congratulate friends or colleagues).							

Language: (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

Spoken production B1 <i>My presentations use a range of language to express my point of view or opinion on topics of interest. When I speak, I show awareness of the culture and customs of my listeners.</i>	1		2		3		0-5
(a) I can explain my work or a pastime and the reasons why I enjoy it (e.g. My favourite pastime is bird-watching and my wife has just given me binoculars for my birthday).							
(b) I can present my work (or family) and talk about my hopes, plans or intentions.							
(c) I can describe a job or a hobby I used to have and explain why I stopped.							
(d) I can re-tell the story of a book or a film, or events which happened to me or a friend.							
(e) I can make a short speech about a friend or colleague, using notes if required.							

Spoken production B2 <i>Presentations or speeches are quite detailed. They may include explanations of cause and effect, justification for my opinions, or include speculation about what might happen or what might have happened. In all cases, specific terms need to be checked. My speeches might refer freely to matters of cultural interest to my listeners.</i>	1		2		3		0-5
(a) I can present myself (e.g. at an interview) and talk about my career to date and my plans for the future.							
(b) I can talk for a few minutes about a friend or famous person and his or her achievements (e.g. politician, sport or music celebrity).							
(c) I can describe a job or a hobby I used to have and explain why I stopped.							
(d) I can make speeches which are culturally appropriate and related to work, friends, family or leisure activities.							
(e) I can express my views on a topical issue or item of interest, presenting opinions and discussing options (e.g. global warming, technological innovation).							

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

Spoken production C1						
<i>At this level, my presentations and speeches on a wide range of topics are fluent, but I will probably need to prepare specialist words in less familiar topics. To make my presentations easy to understand, my use of language includes improvisation or re-statements, as well as appropriate cultural references.</i>	1		2		3	0-5
(a) I can present myself (or a colleague) as a candidate for a job or an election, and explain in detail why I believe that I (or my colleague) would be a good choice.						
(b) I can draw on my experience to explain difficulties that my colleagues or I face in our work or education (e.g. what careers are on offer, coping with extra work loads).						
(c) I can make formal presentations about my work and employment, taking questions from the audience if appropriate.						
(d) I can summarise or review a book, film or play, giving reasons for what I think about it.						
(e) I can present a case for and against a variety of political, cultural, religious or moral issues, describing past and contemporary problems and benefits and making reasoned proposals for the future.						

Spoken production C2						
<i>My presentations and speeches cover the same range of activities and topics that I am used to in my own language. Where appropriate my speech includes the use of idiomatic expressions, colloquialisms, subtle inferences and non-verbal communication, and meets the cultural expectations of my listeners.</i>	1		2		3	0-5
(a) I can describe my life experiences at length., choosing the way I express myself (e.g. by using humour, cultural allusions) to make my presentation as interesting as possible.						
(b) I can summarise a major social or political event that affects my nation or culture, express my opinions with reasons, and draw comparisons with the nation and culture of my audience.						
(c) I can explain effectively the challenges and opportunities facing the professional or business sector of my community, outlining appropriate ways forward.						
(d) I can discuss theatre, art or literature from the culture of the audience, showing my understanding of its context and its impact on me.						
(e) I can answer questions from an audience, showing that I have grasped what is important to the questioner and demonstrate my understanding in my reply.						

READING

Reading at any level

*Reading in a foreign language is particularly difficult if a different script is used.
If the script is different from my own, I might find it hard to read much or indeed anything at all, even if my ability in speaking and listening is good.
When I read, I might do so slowly and hesitantly, and if I read aloud, my pronunciation might be poor for certain words and phrases.
If I am deaf or have problems hearing what is said I might change a listening task to a reading task, by asking speakers to write down what they are trying to say to me.*

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

Reading A1	1		2		3		0-5
<i>Texts at this level are short with everyday words and phrases, with basic information, such as signs, labels, menus, headlines, and short messages. My use of printed materials is limited to words and phrases which are easy to recognise, and I refer to my own notes mainly to help me learn.</i>	1		2		3		0-5
(a) I can read simple words and phrases in print or written on screen.							
(b) I can read simple words and phrases written by hand.							
(c) I can understand everyday signs and notices (e.g. Toilets; Entrance; Push).							
(d) I can understand labels, packaging and instructions (e.g. Orange Juice; Insert ticket)							
(e) I can read short messages (e.g. e-mails, text) using familiar words and phrases.							

Reading A2	1		2		3		0-5
<i>Texts are quite short and focus on facts and essential information, covering a range of everyday topics, which might include cultural references. Vocabulary lists and simple bi-lingual dictionaries are a useful reference tool if I can manage the foreign script.</i>	1		2		3		0-5
(a) I can read a message from a friend (e.g. an invitation to meet for coffee).							
(b) I can understand the main points of public information (e.g. menus) or notices (e.g. cinema advertisements).							
(c) I can understand the main points of newspaper headlines or stories.							
(d) I can understand straightforward emails and text messages							
(e) I can understand standard work-related documents or letters (e.g. confirming orders).							

Language: (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

Reading B1 <i>Texts have a variety of purposes, such as explanations, cause and effect, and story-telling, and use a range of language features such as speculation, humour, cultural references. Topics include accounts of events affecting people in the news, explanations about events (e.g. local floods, major earthquakes), sport, reports connected with work, and magazines and fiction.</i>	1		2		3		0-5
(a) I can understand letters from friends with news and opinions (e.g. describing a recent holiday; news of an illness).							
(b) I can understand letters or reports from a colleague or a customer explaining a simple problem or situation (e.g. lack of availability; special offers).							
(c) I can follow instructions or recommendations (e.g. recipes; tour guides; menus).							
(d) I can understand the key points in newspaper and magazine articles.							
(e) I can understand product specifications, technical descriptions, and the key points in user manuals.							

Reading B2 <i>My reading covers a wide range of different types of texts (e.g. reports, emails, press, fiction), which contain opinions, arguments and counter-arguments, and literary and cultural references. If I need to check on unusual words or expressions, I use reference works such as mono-lingual dictionaries or handbooks as required.</i>	1		2		3		0-5
(a) I can understand personal letters on a range of topics, including issues which show sympathy or tact (e.g. when there has been an accident or a bad choice has been made).							
(b) I can understand letters or reports about work, including issues which show tact (e.g. where a mistake has been made).							
(c) I can understand articles debating topical questions, and follow arguments made for and against, or explanations of causes and effects.							
(d) I can understand articles and reports written for non-specialist readers on scientific, technical, economic or similarly specific subjects.							
(e) I can understand fiction, using a dictionary to help.							

Language: (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

Reading C1 <i>My reading is fluent and covers a wide range of topics, including specialist terms, which I check in reference works with ease if they are new to me.</i> <i>Texts include a variety of literary styles such as argument, explanation, narration, or fantasy, and may include features such as humour and references.</i>	1		2		3		0-5
(a) I can understand personal letters or emails, which may use considerable delicacy, tact and well-chosen expressions.							
(b) I can understand lengthy technical correspondence, manuals and reports on work-related topics, with analysis of various problems, action plans, and solutions.							
(c) I can understand newspapers and magazine article on specific topics (e.g. equal opportunities, global finance) which develop arguments and counter-arguments.							
(d) I can understand official correspondence from government departments, regulatory bodies and similar organisations.							
(e) I can read fiction with enjoyment.							

Reading C2 <i>My reading covers the same range of activities and topics that I read about in my own language.</i> <i>The use of idiomatic expressions, subtle inferences, colloquialisms, and cultural references are clear to me.</i>	1		2		3		0-5
(a) I can understand specialist articles and reports on a wide variety of topics outside my own work and personal interests.							
(b) I can understand in-depth newspaper and journal articles on a wide variety of topics (e.g. political, financial, social, scientific).							
(c) I can read fiction with ease, appreciating most ironies, allusions and cultural references.							
(d) I can translate at sight into my mother tongue texts of interest to my friends or colleagues (e.g. an amusing newspaper story, instructions on using a machine).							
(e) I can use my own notes to explain complex procedures or complicated events to work colleagues in my mother tongue.							

WRITING

Writing at any level

Any learner can have problems with writing in a foreign language & for example, keyboard layouts differ; accents, letter marks and punctuation might appear unusual; and different scripts cause problems. If the script is different from my own, I might find it hard to write much or indeed anything at all, even if my ability in speaking and listening is good. If I write, my spelling might be inaccurate and my handwriting might be unreliable; if I use a keyboard my writing is slow. If I have particular problems in speaking because I am deaf or hard of hearing, I might change a speaking task to a writing task by writing down what I am trying to say.

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

Writing A1	1		2		3		0-5
<i>My writing consists of common words and set phrases. At first, my writing might just be notes to help me learn.</i>							
(a) I can make notes of new words or phrases to help me learn.							
(b) I can write short notes (e.g. shopping lists, telephone messages, directions).							
(c) I can write simple text messages or emails.							
(d) I can write a postcard message.							

Writing A2	1		2		3		0-5
<i>At this level my writing is short and simple. It focuses on facts and essential information, using everyday words and phrases. To help me learn, I make notes in the language if I can manage the script.</i>							
(a) I can write a message to a friend (e.g. to invite him/her for a drink).							
(b) I can write a memo or text to colleagues (e.g. to tell them how I am doing on a task).							
(c) I can write a personal letter, beginning and ending it correctly to match the culture.							
(d) I can write notes or messages with instructions or directions (e.g. meeting times and places, requests for things in hotels).							

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

Writing B1						
<i>My writing uses a range of language which allows me to write in different styles, including explanations, cause and effect, and story-telling. My topics include my past experiences, accounts of events, and explanations about things which have happened, either at work or in my personal life. My descriptions of future hopes, plan or intentions are mainly factual. My writing shows that I am culturally aware in my choice of language and expressions.</i>	1		2		3	0-5
(a) I can write a letter to a friend with news (e.g. how I spent my holiday) or on a more personal matter (e.g. to express sympathy).						
(b) I can write a letter to a colleague or a customer to explain a simple problem or situation (e.g. a late delivery) or make a complaint (something does not work).						
(c) I can write about something I like or dislike and explain why (e.g. a new holiday destination, a friend, a hobby).						
(d) I can describe what I and my friends have done and I can re-tell what happened to me						
(e) I can write about my hopes and plans for the future in an inventive and amusing style if I want.						

Writing B2						
<i>My writing uses a wide range of language which allows me to freely express opinions, put forward arguments and counter-arguments, and discuss issues which might require tact or some delicacy. If I need unusual words or expressions, I can take them from reference works as required. My writing shows that in my comments or reports (e.g. to make complaints or praise people) I am culturally aware of the effect on my readers.</i>	1		2		3	0-5
(a) I can write a letter to a friend or acquaintance which requires sympathy or tact (e.g. when there has been an accident or a bad choice made).						
(b) I can write a letter about a problem at work which requires tact (e.g. where a mistake has been made)						
(c) I can write notes of meetings or progress reports about work, projects, or social events, making appropriate comments or recommendations.						
(d) I can use humour or cultural references if appropriate, and I can change the tone of what I write to suit different circumstances.						
(e) I can write a letter to the press or an organisation about an issue of current concern (e.g. praise or complaints sent to the Tourist Board).						

Language: (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

Writing C1 <i>My writing is fluent and covers a wide range of topics, and I use specialist terms and references with ease. My arguments can be persuasive and my proposals are well presented, with, for example, wit and cross-references, used with good effect. My choice of language suits the topics and the reader, and is usually culturally appropriate.</i>	1		2		3		0-5
(a) I can write a personal letter which requires considerable delicacy, tact and well-chosen expressions.							
(b) I can write an extended report about work, with references to technical or specialist matters, drawing attention to various problems and possible action plans and solutions.							
(c) I can write an article on a specific topic (e.g. equal opportunities, global finance), developing arguments and counter-arguments.							
(d) I can write imaginative accounts or fiction, almost matching what I do in my own language.							

Writing C2 <i>My writing covers the same range of activities and topics that I write about in my own language. Where appropriate my writing includes the use of idiomatic expressions, colloquialisms and subtle inferences, and meets the cultural expectations of my readers.</i>	1		2		3		0-5
(a) I can write confidential letters or reports about matters of extreme sensitivity which require a careful use of language in order to achieve a satisfactory outcome.							
(b) I can write letters or reports using specialist expressions and carefully developed arguments in order to achieve satisfactory outcomes.							
(c) I can write articles for publication, subject to final editing, on a range of topics (e.g. the impact of new technology, environmental issues).							
(d) I can write reviews or reports on sport (e.g. local competitions, the Olympics), science and technology (e.g. cars, mobile technology), or the arts (e.g. books, exhibitions, performances).							

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. Extravert learner.		
Learn the grammar and vocabulary formally first, before using language. Play safe					Be exposed to the language and deduce how it works by trying it out. Take risks
			Work alone on mastering skills, e.g. translation. Reflective learner		

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.

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:

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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:

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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 to 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:

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

Comments:

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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.