



HOW TO COMPLETE THE LANGUAGE PASSPORT OF YOUR EUROPEAN LANGUAGE PORTFOLIO (ELP)

European Language Portfolio Templates and Resources
Language Passport

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Your Language Passport is intended to provide a brief yet comprehensive overview of all the languages that you know and your experience of learning and using them.

Page 4 provides you with the space to list your “best” languages: the languages you grew up with. There are two categories. The first box is for your home language or languages: your mother tongue, other languages you speak or spoke with your family, and languages you used in your neighbourhood. The second box is for the language or languages that your teachers spoke or speak to you in school or other educational institutions. Both boxes include languages in which you feel more or less like a native speaker. While you may speak these languages, however, you may not be able to read or write one or more of them. The table allows you to indicate this. If you feel that your level in one or more of these languages is more limited, you can describe it more exactly on page 5.

Page 5 is the place to record those languages that you have learnt to use up to a particular level. You may have learnt these languages either in school, in special language classes or in more informal ways such as travel or stays abroad. For these languages you are invited to assess your proficiency using the levels illustrated in the Self-Assessment Grid (p. 11). Use the descriptors that are to be found in the checklist section of the Language Biography of your ELP. Note that you can record modest levels of proficiency in a language: even limited skills can be very useful in many situations. On the other hand, you may have a very high level of proficiency, but the language still doesn’t feel like your “best” language or languages.

There are different ways to complete the different tables for each of your languages:

- You can shade in the box if you think you have reached that level.
- You can shade in part of the box if you think you can do some of the things that are described as typical of that level, or if you think you can do those things but not with confidence.
- You can write dates into the boxes to indicate when you reached that level. In this way, the Passport will show your progress as well as your achievement. Note that you can write the date in (parts of) boxes that you have also shaded.

Page 6 provides information on how your proficiency in different languages has been developed through formal language learning: the courses you followed in school and then in further education and training or other language courses in language schools or institutions of lifelong learning.

You are invited to list the languages you learnt in the different courses you attended. You can then indicate, for example, how many hours a week the course was, or if it used particular technology. If the course covered any special areas, such as business language, you can mention this as well. Finally you can note when the course started and ended. In primary school, an indication of the year will probably suffice; for other courses, you can add the months as well.

Pages 7-9 provide you with the opportunity to illustrate how your proficiency in different languages and your skills in coping with different cultures has been shaped and developed by your experience, i.e. through actual language use.

When entering the details of your different experiences it is useful to indicate the sorts of tasks that you were able to perform and whether they involved both your spoken and written language skills. You can also list important intercultural experiences here: significant encounters you have had directly or indirectly with other cultures. Valuable linguistic and intercultural experiences should also be documented in the Dossier section of your ELP.

The areas covered are:

- education and training: for example you may have taken a course through the medium of another language, or you may have had to work with a textbook in another language. (NB This section is not intended to include the main language(s) through which you were educated. See page 4 for those.)
- work: for example you may have worked abroad, had contacts with colleagues or business partners in a different language, or worked with people in your home region but in a different language
- living or travelling in a region where another language is spoken: there may be some overlap with page 6 if your stay abroad included attending a course of some kind.
- mediation: this section is for situations where you have been able to profit from the fact that you speak more than one language in order to work in multilingual situations (switching from one language to another). There is space to list two languages (for example mediation between English and French) but you can add more languages if you were involved in translating between three or more languages.
- other areas of use: this is for any other situations in which you have used another language, for example, in your community, for your hobby, etc.

Page 10 is where you can record any certificates or diplomas that you have obtained during your learning process. If you are not sure of the level that the certificate represents, you can ask a teacher for advice, or you can leave the column blank.

Don't forget that you can append to your Language Passport other forms of attestation of your proficiency, for example references from employers in different countries, educational qualifications that you have obtained through the medium of another language, etc. These documents are all ones that you can store in your ELP Dossier.

Pages 11-12 contain the Self-Assessment Grid in English and French. The grid illustrates the levels of proficiency described in the Common European Framework of Reference for Languages. There are many other translations of the grid available on the ELP website (www.coe.int/portfolio).