

Language Passport

语言护照

Pasaporte de Lenguas

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Language Passport

语言护照

Pasaporte de Lenguas

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Language (-s) Studied at NYU Abu Dhabi: 1

This document is a record of language skills, qualifications and experiences. It is part of a European Language Portfolio which consists of a Language Passport, a Language Biography and a Dossier containing materials which document and illustrate experiences and achievements. Language skills are defined in terms of levels of proficiency presented in the Common European Framework of Reference for Languages: learning, teaching, assessment. The scale is illustrated in this Language Passport (Self-Assessment Grid).

This Language Passport is recommended for College-level language learners.

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

- a profile of the languages that the holder has grown up with
- a summary of language educational experiences
- a profile of language skills in relation to the Common European Framework
- a summary of linguistic and intercultural experiences
- a record of certificates and diplomas.

For further information, guidance and the levels of proficiency in a range of languages, consult the Council of Europe website: www.coe.int/portfolio



Language Profile

This section lists the languages that the Passport holder grew up with and/or has been exposed to.

Language	Years of Experience	Description (academic, informal, professional etc)	Listening / Speaking	Reading / Writing
Arabic	20	informal + academic	✓	✓
English	20	informal + academic	✓	✓
Spanish	6	academic	✓ but not v good	✓
Mandarin	1	academic	speaking > listening	writing > reading






Language Education

This section lists all (or the most advanced) language courses the Passport holder has taken.


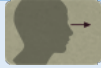

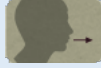

Education Level	Language	Description	Years
GCSE	English	english lit + language	2
GCSE	Spanish	speaking / list / writing / reading	2
Ministry exam (UAE)	Arabic	from the gov at 12 th grade	2


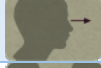

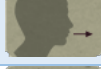

Language Self-Assessment


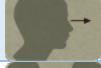

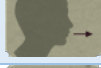

This section shows the Passport holder's self-assessment for languages learnt inside or outside formal education. For a presentation of the proficiency levels see the Self-Assessment Grid (p. 6).

Language: <u>English</u>		A1	A2	B1	B2	C1	C2
(Passport holder proficiency level for relevant skill, e.g., B1+)		- + / - +	- + / - +	- + / - +	- + / - +	- + / - +	- + / - +
	Listening						C2
	Reading					C1+	
	Spoken Interaction						C2
	Spoken Production						C2
	Writing					C1+	



Language: <u>Arabic</u>		A1	A2	B1	B2	C1	C2
(Passport holder proficiency level for relevant skill, e.g., B1+)		- +/- +	- +/- +	- +/- +	- +/- +	- +/- +	- +/- +
	Listening					C1	
	Reading				B2		
	Spoken Interaction					C1+	
	Spoken Production					C1+	
	Writing					C1	

Language: <u>Spanish</u>		A1	A2	B1	B2	C1	C2
(Passport holder proficiency level for relevant skill, e.g., B1+)		- +/- +	- +/- +	- +/- +	- +/- +	- +/- +	- +/- +
	Listening		A2				
	Reading			B1			
	Spoken Interaction		A2				
	Spoken Production		A2				
	Writing			B1			

Language: _____		A1	A2	B1	B2	C1	C2
(Passport holder proficiency level for relevant skill, e.g., B1+)		- +/- +	- +/- +	- +/- +	- +/- +	- +/- +	- +/- +
	Listening						
	Reading						
	Spoken Interaction						
	Spoken Production						
	Writing						



Linguistic and Intercultural Experiences

The following section lists areas of experience that have supported the development of the Language Passport holder's linguistic and intercultural proficiency. Examples of these activities are as follows:

- Language projects with foreign partners
- Short-term courses
- Use of language in student organizations
- Use of the language in professional life (e.g., internship, peer tutor position)
- Use of the language in a country/region where another language is spoken
- Regular contacts with native speakers
- Multilingual experiences (e.g., multilingual groups, informal translation, etc.)

Language	Year	Duration	Country	Description
Arabic		20	UAE	every day life + academics
English		20	UAE	"
Spanish		6	UAE	academics






Reports, certificates and other forms of certification

The following section lists the Passport holder's official certifications of language competency. Copies of these certificates can also be found in the Passport holder's Language Dossier.

Language	Year	Level	Certification	Institution
Spanish	2018	9	GCSE	Brighton college AD
English lang	2018	A*	"	"



Self-Assessment Skill Grid

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



The Council of Europe

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



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

Language Policy Division Directorate General IV

Council of Europe, Strasbourg, France

Web site: <http://culture.coe.int/portfolio>

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This Language Passport is based on the European Language Portfolio (ELP) and uses the sample Language Passport available at

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680492ff8>

This Language Passport belongs to Leen Khamuf and is part of the NYUAD Language Portfolio. It serves as an unofficial record of the Passport holder's language history.

Contact Us

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<https://nyuad.nyu.edu/en/academics/undergraduate/language-courses.html>



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