

Didattica della lingua inglese 1

Lesson 5
European Language Portfolio
Speaking more freely

About lesson 5

- In today's lesson we are going to...
 - Examine the (junior) European Language Portfolio
 - The language biography
 - The language passport
 - The dossier
- We are also going to focus on speaking activities

Before we start...

- The next slide lists the adult “can-do” statements for level B1 (listening).
 - Which of these things can you already do?
 - Which are a priority for your language learning?

Before we start...

Listening – B1

- I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.
- I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.
- I can listen to a short narrative and form hypotheses about what will happen next.
- I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.
- I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. I can understand simple technical information, such as operating instructions for everyday equipment.

Part 1

EUROPEAN LANGUAGE PORTFOLIO



ELP – fast facts

- The European Language Portfolio...
 - has three components:
 - a language **passport**
 - a language **biography**
 - a **dossier** of language work
 - belongs to the learner
 - the learner is the “owner” of the portfolio
 - has a **reporting function** and a **pedagogical function**.
 - contributes to the development of **learner autonomy**
 - encourages **life-long learning**



THIS PORTFOLIO IS FOR YOU

- to keep a record of your progress in learning languages
- to record how you learn languages
- to keep some examples of work you've done in languages
- to show which languages you know
- to show what you know and can do in languages

my language
BIOGRAPHY 

my language
DOSSIER 

my language
PASSPORT 

MY LANGUAGE PASSPORT

This document is a record of:

- ① My progress in learning languages
- ② My intercultural experiences and contacts

When I move to a new class or school, I can use my Language Passport to show what I have done and the levels I have reached.

Name	_____
School	_____
Age	_____
My languages	
At school I am learning	_____
At home I speak	_____

ELP – language passport

- The Passport is a record of children's language learning experiences.
 - The documentary pages of the Passport record:
 - languages heard or learnt at home; including mother tongue, when this is not English;
 - languages learnt at school;
 - languages learnt out of school;
 - contacts and intercultural experiences.
 - The self-assessment pages of the Passport contain the following:
 - A summary of the CEFR levels A1-B1 for Listening, Speaking and talking to someone, Reading and Writing
 - The nine grades of the Languages Ladder, the National Languages Recognition System for England, in correlation to A1, A2 and B1.

SPEAKING AND TALKING TO SOMEONE

Tick when you can do these things.

Breakthrough		
A1	I can use simple phrases and sentences and I can also talk someone in a simple way, asking and answering questions	 ☒
Grade 1	I can say/repeat a few words and short simple phrases e.g. what the weather is like; greeting someone; naming classroom objects ...	☐
Grade 2	I can answer simple questions and give basic information e.g. about the weather; where I live; whether I have brothers or sisters, or a pet ...	☐
Grade 3	I can ask and answer simple questions and talk about my interests e.g. taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear ...	☐

My progress: Summary chart

Start at the bottom of the Ladder and tick the boxes when you reach the levels (refer to descriptions on the following pages).

Listening	Speaking and talking to someone	Reading	Writing	Teacher's comments
B1 ☐	B1 ☐	B1 ☐	B1 ☐	
Grade 9 ☐	Grade 9 ☐	Grade 9 ☐	Grade 9 ☐	
Grade 8 ☐	Grade 8 ☐	Grade 8 ☐	Grade 8 ☐	
Grade 7 ☐	Grade 7 ☐	Grade 7 ☐	Grade 7 ☐	
A2 ☐	A2 ☐	A2 ☐	A2 ☐	
Grade 6 ☐	Grade 6 ☐	Grade 6 ☐	Grade 6 ☐	
Grade 5 ☐	Grade 5 ☐	Grade 5 ☐	Grade 5 ☐	
Grade 4 ☐	Grade 4 ☐	Grade 4 ☐	Grade 4 ☐	
A1 ☐	A1 ☐	A1 ☐	A1 ☐	
Grade 3 ☐	Grade 3 ☐	Grade 3 ☐	Grade 3 ☐	
Grade 2 ☐	Grade 2 ☐	Grade 2 ☐	Grade 2 ☐	
Grade 1 ☐	Grade 1 ☐	Grade 1 ☐	Grade 1 ☐	

BETTER AND BETTER!

ELP – language biography

- The Biography is used to track the learning process.
 - It allows the owner to
 - set learning goals
 - review progress
 - record significant language learning and intercultural experiences
 - reflect on various aspects of language learning and use.
- The Biography has two main parts
 - “Languages I know” - a section documenting the owner’s language skills, including information about where and when s/he uses them, how s/he likes learning, and what languages s/he would like to learn
 - “My progress in language learning” – a section documenting the owner’s improvements in language proficiency
- The Biography should be updated regularly

LANGUAGES I KNOW



Language

I use the language _____

I meet people who speak this language
sometimes ☐ often ☐

Language

I use the language _____

I meet people who speak this language
sometimes ☐ often ☐

Language

I use the language _____

I meet people who speak this language
sometimes ☐ often ☐



my language BIOGRAPHY

I can understand and speak in several languages – I am plurilingual.
The languages are _____

I watch TV programmes, films or see magazines or books in the language/s _____

sometimes ☐ often ☐

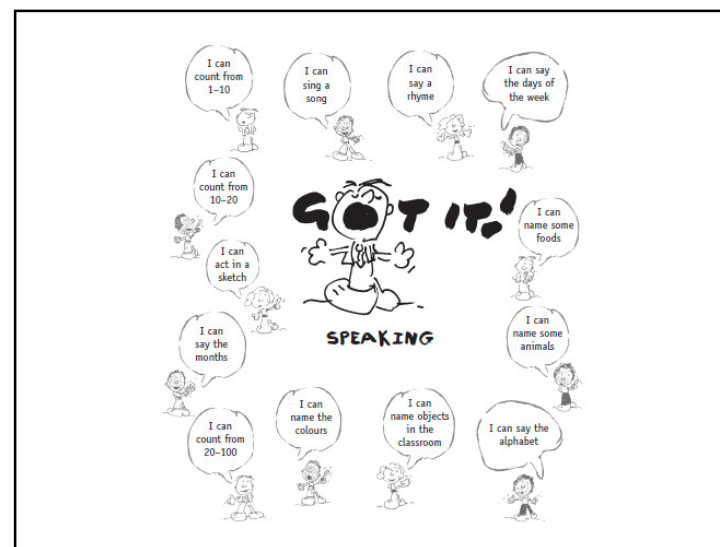
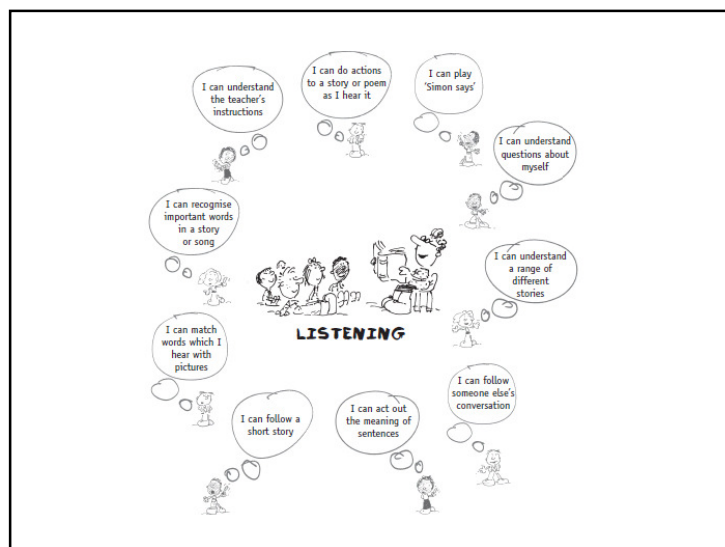
I have made these contacts, e.g. penfriend, e-mail or visited these countries _____

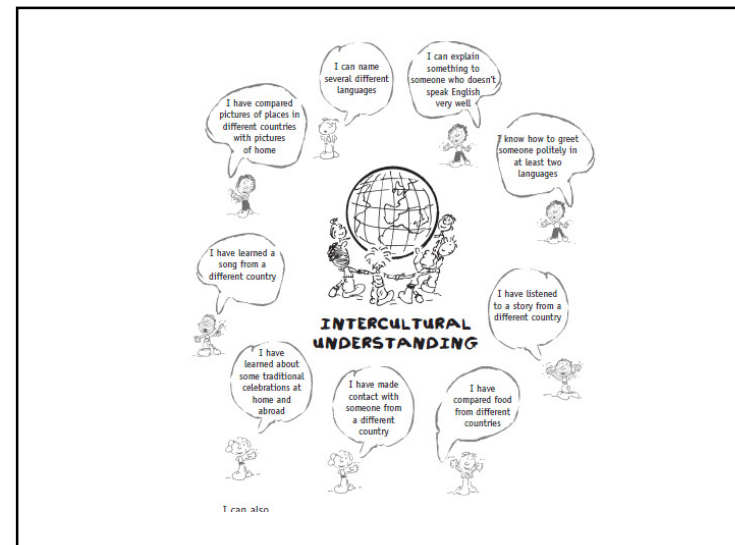
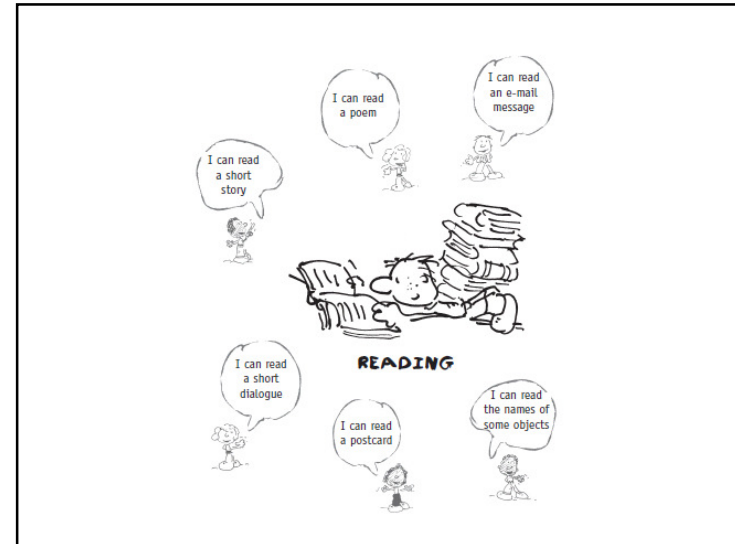
I have friends or family who come from these countries and speak these languages _____



ELP – language biography

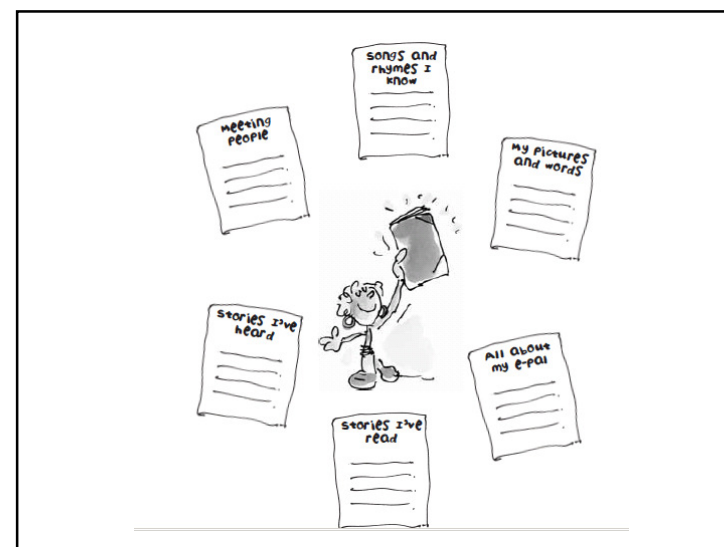
- “My progress in language learning” is divided into 6 sections:
 - Listening
 - Speaking
 - =Speaking but not interacting, e.g. singing a song, giving a talk or reciting a poem.
 - Talking to someone
 - =Spoken interaction, i.e. listening to someone else and responding to them.
 - Reading
 - Writing
 - Intercultural understanding
- For each section, there is a set of “can-do” statements which children colour in as they complete them
 - By recording activities in this way, children become aware of their progress and of the linguistic content of the course.





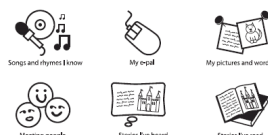
ELP – dossier

- The **dossier** is a collection of the *owner's* work in other languages.
 - It can include...
 - Written work, e.g. pictures and words, postcards & letters, descriptions, tasks
 - Audio files (monologue and dialogue)
 - Art work, including drawings and collages
 - Descriptions and examples of intercultural experiences, e.g. a menu in the language showing traditional food; a greetings card for a national festival...
- The *owner* (not the teacher or parent) decides...
 - what to put in and what to remove
 - what to replace and what to update



EFP - dossier

- What makes a good Dossier?
 - When you look at somebody's Dossier, the work should illustrate what that person can currently do in the language
 - A Dossier should be up-to-date
 - But that does not mean you should throw away earlier work – keep it in another file
 - A Dossier should be varied
 - After a few years, a Dossier should have sections for the different kinds of work that it showcases.



The functions of the ELP

- The ELP has two main functions:
 - a **reporting function**, and
 - a **pedagogical function**.
- In its **reporting function** the ELP presents information about the owner's experience of learning and using second/foreign languages and concrete evidence of language learning achievement
- It is a supplement to language qualifications.

The functions of the ELP

- In its **pedagogical function** the ELP helps learners to understand the language learning process.
 - It develops their ability to reflect and self-assess and become more responsible for their own learning
 - The ELP contains a description of language-learning objectives and levels
 - This supports the teacher and the learner: it is a record of progress in language learning which is updated gradually and repeatedly over time, not just at the end of the course or the year.
- learner autonomy

ELP and learner autonomy

- Autonomy is a general educational goal.
- “We educate children in order to change their behaviour by changing their view of the world. We want to change the way they perceive the world they live in, not so that they will carry out our purposes, but so that they can formulate their own purposes, and estimate their value” (Douglas Barnes 1976, p.80).
- Autonomous learners are those who
 - understand the purpose of their learning programme;
 - explicitly accept responsibility for their learning;
 - share in the setting of learning goals;
 - take initiatives in planning and executing learning activities;
 - regularly review learning and evaluate its effectiveness.

ELP and learner autonomy

- Because autonomy depends on a complex of procedural skills, learners can become autonomous only by being autonomous
 - Autonomy in *language learning* and autonomy in *language use* are two sides of the same coin.
- Learning depends on partnership:
 - learners share in planning learning (which is the beginning of reflection),
 - learners as well as teachers take initiatives.
 - This means that learners are sometimes teachers and teachers are sometimes learners.

HOW I LEARN LANGUAGES

Things I like doing in language lessons

Things I am good at

Things I find difficult

I learn best when

I use a game or rhyme to help me remember words

I learn several words or phrases in a given time

I say words to a rap or a beat

I ask someone to speak more slowly

I use gesture or mime to show I understand

I think of something funny to remind me of a word

I work with a friend to make up a role play or sketch

ELP and self-assessment

- Assessment by others (a teacher, an examination board) provides an external, objective measure of the knowledge, skills and achievement.
- Self-assessment is based on **reflection**
 - What do I know? → knowledge
 - What can I do? → skills
 - What have I achieved this year? → achievement
- When language skills are expressed as “can do” statements, learners usually assess their communicative capacities fairly accurately.

ELP and self-assessment

- Self-assessment is fundamental in planning, monitoring and evaluating learning.
- It is central to learner reflection and learner autonomy
 - Autonomous learners are aware of...
 - what they can do
 - how they managed to learn how to do it, and
 - what they want to learn to do.

ELP and self-assessment

- You can teach learners how to reflect.
 - One simple way is to use these five questions (Dam 1995)
 - What are we doing?
 - Why are we doing it?
 - How are we doing it?
 - With what results?
 - What are we going to do next?

Reflection and self-assessment

- What are we doing?
 - We're making a monster.
- Why are we doing it?
 - So we revise colours, numbers, body parts, “have got” in positive and negative sentences and in questions.
- How are we doing it?
 - The teacher demonstrates what we have to do and what questions we have to ask/answer. Then we work in pairs. First I describe my partner's monster, and s/he describes mine. Then we take turns to describe a monster for our partner to draw.
- With what results?
 - Did I know the words to describe my monster? Did I know how to put the words together? Did my partner understand me when I was speaking? Did I understand him/her?
- What are we going to do next? →