

LANGUAGE PASSPORT

Name: Silvia Miguera

I began working with my European Language Portfolio in.....

My languages:

1. Español.....
2. Valenciano.....
3. inglés.....
4. Polaco.....

Summary of language learning and intercultural experiences

Nursery school

Language	Details	From	To
Polaco	I speak Polaco with my in-law family	10 years	
Ingles	with erasmus girl	12 years	12 years
France's	When I went France	5 years	5 years

Primary school

Language	Details	From	To

Secondary school

Language	Details	From	To

Profile of Language Skills

Name:	Silvia Minguete
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Self-assessment



Listening



Reading



Spoken
interaction



Spoken
production



Writing

Language		A1	A2	B1	B2	C1	C2
Polaco				X			
			X				
				X			
			X				
			X				

Date/date: / Date/date: / Date/date: / Date/date:

Language		A1	A2	B1	B2	C1	C2
Inglés				X			
				X			
			X				
			X				
			X				

Date/date: / Date/date: / Date/date: / Date/date:

Language		A1	A2	B1	B2	C1	C2
Valenciano							X
							X
							X
							X
							X

Date/date: / Date/date: / Date/date: / Date/date:

Language		A1	A2	B1	B2	C1	C2
Francés				X			
			X	X			
			X				
			X				
			X				

Date/date: / Date/date: / Date/date: / Date/date:

Plurilingual profile

Record the situations in which you communicate in your different languages. Use the following symbols to show how frequently you use them: From time to time: √, often: √√, very often: √√√.

Personal domain						
<i>in the family</i>	√√					
<i>with friends</i>	√					
<i>for hobbies, etc.</i>	√					
<i>for writing to friends, etc</i>	√					
Public domain						
<i>in everyday life</i>	√					
<i>for travelling</i>						
<i>for using media</i>						
<i>for contacts with institutions</i>						
Educational domain						
<i>to learn the language</i>	√					
<i>to learn other subjects</i>						
<i>to improve my language skills (projects, exams)</i>	√					
<i>to take part in school exchanges</i>	√					
<i>on summer courses in countries where it is the first language</i>	√					

Certificates and diplomas

Name: *Silvia Mingos*

Language	Level						Title / Institution	Year
	A1	A2	B1	B2	C1	C2		

Self-assessment grid



		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening 	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic)	I can understand the main points of clear standard speech on familiar matters regularly encountered in work,	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not	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	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised	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	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	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into	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	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for	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
	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	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly	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	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off	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
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	I can write short, simple notes and messages. 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	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	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,	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

Language Biography

Thinking about learning in the past

Good learning experiences

Think about things that you learnt in the past two or three weeks.
What did you enjoy learning?

Memorising new information	<u>YES</u>	NO
Asking questions (of teacher or other students)	<u>YES</u>	NO
Using a personal study notebook	<u>YES</u>	NO
Participating in a class quiz	<u>YES</u>	NO
Explaining something to someone else	<u>YES</u>	NO
Writing a summary text	<u>YES</u>	NO
Giving a presentation to the class	<u>YES</u>	NO
Doing an internet search	YES	<u>NO</u>
Reading	<u>YES</u>	NO
Creating a mind map	YES	<u>NO</u>

Which is best for you?

1. Using a visual approach – diagrams, drawings, charts... ☐
2. Using text, key words, lists, written notes... ☐
3. Both approaches combined ☐

Finding the best conditions for success

Think about what you are learning now. Fill in the details about the language, topic, and the focus of the topic.

Language: _____ Topic: _____

Focus (✓): Reading ☐ Listening ☐ Speaking ☐ Writing ☐ Mixed skills ☐

Now think more about learning this thing by answering the questions below:

	YES	NO
Is this a continuation of another lesson?	<input type="checkbox"/>	<input type="checkbox"/>
Do I need to learn new grammar in order to learn this?	<input type="checkbox"/>	<input type="checkbox"/>
Do I need to learn and use new vocabulary?	<input type="checkbox"/>	<input type="checkbox"/>
Have I done anything like this before?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a good example that I could look at to get some ideas?	<input type="checkbox"/>	<input type="checkbox"/>

What way would you learn this best?

Working method	Yes	No
Working alone in a quiet place	<input type="checkbox"/>	<input type="checkbox"/>
Working alone at home with music in the background	<input type="checkbox"/>	<input type="checkbox"/>
Working with a friend after school	<input type="checkbox"/>	<input type="checkbox"/>
Working with a group of other students in school	<input type="checkbox"/>	<input type="checkbox"/>
Working for a long time to get it all done	<input type="checkbox"/>	<input type="checkbox"/>
Working for a number of short sessions	<input type="checkbox"/>	<input type="checkbox"/>

Think about the things that could prevent you learning, then put a tick (✓) in the box beside the statement.

I don't always concentrate on what I am learning.	<input type="checkbox"/>
I don't always leave enough time to learn properly.	<input type="checkbox"/>
I don't use my dictionary, grammar book or textbook when I should.	<input type="checkbox"/>
I am not interested in learning this thing.	<input type="checkbox"/>
I find this particularly difficult to learn.	<input type="checkbox"/>
I don't plan my learning so that sometimes it is not effective.	<input type="checkbox"/>

Identifying what I already know

Using existing knowledge to support learning

What similar thing have I done before?



What key vocabulary is familiar to me?

los verbos en pasado



What grammar structures do I already know?



What new vocabulary do I need?

Futuro y actividades en general



What new grammar structures do I need to learn?

Planning your learning to achieve success

If you take control of your time you will develop good learning habits and you will become a much more effective learner. You can apply this to anything that you are learning.

Think about these points:

- Learning takes time – do you allocate enough time for your different learning tasks?
- Do you have to rush your learning because you are short of time?
- Do you have a weekly learning timetable which gives enough time to each subject?
- Do you make use of other time, for example while travelling to school, to go over things in your mind?
- Do you set yourself learning targets? An example of a learning target would be *'I am going to learn how to use 2 irregular verbs every week'*.
- Do you try to concentrate while you are studying? It is possible to spend a lot of time looking at textbooks without concentrating properly.
- Do you have ways of testing yourself to find out what you have learnt and what you remember?
- Do you have a good learning routine that you use for all your subjects and for different learning tasks?
- Have you developed your reading skills so that you can find the important information in a textbook quickly?
- Do you make a plan of text that you are about to write? This may be text for a written activity but may also be text for giving a talk or presentation in class.
- Do you check spelling and grammar if you are not sure?
- Do you always re-read text that you have written?

How am I REALLY using my time?

Many students believe that time spent looking at a textbook is time spent learning. This is not true! Unless we pay attention to learning, then learning does not happen.

Answer the questions below to check that you are making the most of your learning time. Remember, this is for your own information only!

Questions	My answers
What have you just been studying?	presente, pasado y futuro
What is the reason for studying this? (e.g. homework, test etc.)	e.g.
What was the main focus of this study session? (e.g. learning facts, practising, creating etc.)	practising
How long was the study session?	1 hour
What percentage of that time was not spent on studying? (e.g. making a snack, listening to music, talking to friends, messaging etc.)	Talking to friends, listen to music, watch a film...
Close your eyes. Can you visualise one page from your book or one image from the materials you were working with?	2 cases, 1 book and 1 notepad
Do you think that you have learnt enough?	No, I think
Did you give yourself a little test at the end of the session?	No, I do
Was that an effective study session?	Yes, I was

Checklist

Self-monitoring learning activities

Topic: _____ Activity: _____

	Yes	No	Not sure
I have allocated enough time to do this properly.	x		
I have all my notes as well as my textbook, grammar and dictionary.	x		
I have planned how I'm going to do this work.	x		
I have read with concentration what is necessary for this work.	x		
I have reviewed my work and checked that it is correct.	x		
I can explain exactly what I have done.	x		
I am satisfied that I know this really well.	x		

Reflection

Self-monitoring classroom learning

You have just had a lesson in your language class. You have five minutes to think about what you have just done.

Use these questions to help you think about your learning.

- Did you study individually or in a pair or group? individually
- What percentage of the class did you understand fully? 80
- Did you ask any questions? yes, I did
- Did you make useful notes? yes, I did
- What was the most helpful part of the class?
The future
- Was the class based on listening, reading or writing or a combination of all three? _____
- Did this class add to your knowledge of the language or topic? yes, I did
- Did you learn anything that you could use in another situation? yes, I did
- How will you remember new information?
reading it many times
- Did you enjoy learning this thing? yes, I did
- Why?

My progress in the languages I am learning

With the help of the descriptors in the self-assessment checklists, I can set my immediate goals for making progress in the languages I am learning. What are they? Have I achieved them? How did I achieve them?

Date	Language:
.../.../20...	My next goal (descriptor):
.../.../20...	Have I achieved it? : Yes – No
	Why? How? :
	How was I able to check that I had achieved it? :

Planning

Preparing to write text

Before you begin your planning remember:

- A piece of text should have a beginning, middle and end.
- Information or points should be clearly organised.
- Different parts of text should be connected.
- A paragraph usually focuses on a single point.

Paragraph	Ideas	Vocabulary	Grammar	Connecting words
Introduction				
Paragraph 2				
Paragraph 3				
Conclusion				