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**European Language Portfolio for Deaf and Hard of Hearing People**

# **LANGUAGE DOSSIER**



With the support of the Lifelong Learning Programme of the European Union.

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# Language Dossier

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The *Language Dossier* is where you bring together examples of your work, achievements and samples of language in use by you. These illustrate the skills and levels of ability which you have selected as part of the self-assessment in the *Language Biography*. The *Language Dossier* also includes information about *Keeping a Languages Learning Journal*, building on the reflections you made in the *Language Learning Experience* part of your *Language Biography*.

## Collecting Evidence

You have probably recorded your language skills and levels in your *Language Biography*. You have the information to complete the *Language Passport*, and along the way you have thought about your use of language. The *Language Dossier* is the place where you collect examples of your use of language - from home and family, work, travel, hobby, school, or wherever you want.

Completing the *Language Dossier* means that you have to collect the items - the evidence; list everything to show the contents; and label everything to identify each item.

Everyone creating a ELP DHH collects their own personal dossier. It is a collection of items which provide some evidence that you have the got language skills which you have chosen in the *Language Biography*. You might have all sorts of things which you can add to your *Language Dossier*, but the most common types of evidence include:

- Certificates awarded to you
- Performances by you in real life
- Learning situations at school, college or study visits
- Statements by observers

### Certificates awarded to you

Copy or scan any diploma, degree or award you have received for language or work in a foreign language. This can include attendance certificates, for example for short courses or in-company training.

### Performances by you in real life

Evidence of your performances in the language could include any of these:

- Audio or video recordings of you talking to people –at a conference, at a wedding, on a holiday
- Anything which you have written yourself – from postcards to reports
- Written material that you use – from family album to service manuals
- Speeches or talks – prayers, poetry, parts in plays

### *Learning situations at school, college or study visits*

- Audio or video recordings of you speaking in class
- Audio or video recordings of you acting
- Any examination papers you have passed
- Any listening tapes for examinations which you have passed

### *Statements by observers*

Anybody who has seen or heard you using the language, who knows your ability *and* who is qualified to make a judgement about you can make a statement as observers of your skill and level of ability in the language and you can use the statement as evidence in your *Language Dossier*. The statements about language say that you have carried out a practical task or project successfully. These observers are likely to be teachers, employers, or foreign colleagues, but you might include a statement from a relation or friend if that person is able to make a sensible judgement.

Observers can also make statements about intercultural skills which you have displayed, such as saying a few words in public at an event which calls for some cultural sensitivity.

## **Listing the evidence**

You need to store or file the actual samples of evidence that you choose. There are many ways to do this. Many people use a box file, a wallet file, or a ring binder with pockets for CDs or DVDs. Electronic storage allows you to keep a portfolio on your computer, a disc, or online, with .pdf files, mp3 recordings and video clips.

You should make a list summarising the contents of the items in your dossier, so that anyone looking at your ELP DHH *Language Dossier* can see at a glance what is in it, and then find the evidence. The key points to include in the summary are Language, Skill, Level, and Type of evidence.

Let us take as an example of a partially deaf woman called Anna, using Polish as a foreign language.

Anna has a short video (less than a minute) of a speech that she made in Poland at a birthday party for a friend. The *Language Biography* includes the skill *Making announcements and speeches*. Anna finds this description at level A2: *I can make a short speech using set phrases which suit the culture (e.g. to congratulate friends).*

Anna thinks this describes her performance very well, so she uses this evidence in her list for Polish. In fact, this is Anna's second video, so she lists it as Item No. 2. Anna's summary of the item looks like this:

2	A2	Making announcements and speeches	Performance
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In this way, Anna provides a one-line summary of each item, which is entered onto a *Language Dossier* Contents List. Below is an example of a completed Contents List for the items in Polish in the *Language Dossier* – it is how Anna's might look if all her items were entered. Note that each skill the numbering of the items starts again at 1, 2 ...

A blank Contents List is provided at the end of the dossier for you to copy and use, adapting it to suit your needs. If you use two or more foreign languages, repeat the process for each language.

## **Cataloguing**

There are many reasons to keep a *Language Dossier*. Perhaps depending on who you are going to show it to, or how you like to organise your material, you can label each item as a reminder or to show more detail than there is in the Contents List.

<b>Polish</b>			
Example of a completed Contents List for the items in Polish in the <i>Language Dossier</i>			
<b>Item №</b>	<b>Level</b>	<b>Skill</b>	<b>Type</b>
1	B2	Reading	Certificate
2	B2	Reading	Certificate
3	B2	Reading	Learning
1	A2	Writing	Learning
2	A2	Writing	Certificate
1	B1	Speaking with other people	Learning
2	B1	Speaking with other people	Certificate
1	A2	Making announcements and speeches	Performance
2	A2	Making announcements and speeches	Performance
1	B2	Understanding what people say	Certificate
2	B2	Understanding what people say	Certificate
3	B2	Understanding what people say	Statement

Example of a completed Contents List for the items in Polish in the *Language Dossier*

### Certificates

Certificates can be given for achievement (such as examination success) or for attendance (such as taking part in a study visit). Most certificates include on them information about what they are for, when they were issued, and so on. These can simply be labelled with the information from the Contents List, as illustrated.

<b>Polish</b>			
<b>Item №</b>	<b>Level</b>	<b>Skill</b>	<b>Type</b>
1	B2	Reading	Certificate

If more information is necessary it can be added. Blank labels for Certificates are at the end of the dossier for you to copy and use to suit your needs.

### Performance items and learning items

When you collect the items for evidence in the *Language Dossier*, you group them according to skill and level, and also by type of evidence. Anna's video of herself at a party giving a little speech in Polish is entered as Performance.

<b>Polish</b>			
<b>Item №</b>	<b>Level</b>	<b>Skill</b>	<b>Type</b>
1	B2	Reading	Certificate
2	A2	Making announcements and speeches	Performance

This information can be part of a label for the item, just as you might catalogue a photograph album, a scrapbook, or information about a hobby or work.

In Anna's case, the label can give details of what she is doing; where, when and why; who she was with; how it was done; and anything else she wants to include.

Anna's video could have this label, for example:

Contents List Reference:	Item 2
Level	A2
Skill	Making announcements and speeches
Type of Activity	Performance
Date:	14 November 2010
Place:	Maria's flat in Warsaw
Description of event:	Maria's birthday party. I'm giving a speech in Polish to her family and friends.

If Anna had given another speech as a learning task, such as a short talk which the teacher graded, then we add some more information to the label:

Contents List Reference	Item 3
Level	A2
Skill	Making announcements and speeches
Type of Activity	Learning
Date	7 December 2010
Place	Adult Learning Centre
Description of event	Speech in Polish about my friend Anna and her family and friends
Purpose	Oral assessment task for A2 grade
Result	Passed
Examination Board	National Centre for Foreign Languages
Assessor	Barbara Lewandowska
Signature	<i>Barbara Lewandowska</i>
Position	Teacher of Polish
Date	9 December 2010

A blank label for performance and learning items is at the end of the dossier for you to copy and use, adapting it to suit your needs.

### Statements by observers

Observers are people who have the skill to make a judgement about you and to grade your use of a foreign language. They may also comment on your intercultural skills.

### Use of language

Statements by observers should say who you are, who they are, what they have seen and/or heard, and describe the circumstances in which it has taken place. For many people, the most useful statements come from the workplace. For example, Anna has just welcomed a group visiting from Poland. The leader of the group has made a short speech about the visitors, the work they do in Poland, and what they want to achieve in their three-day visit. Anna has summarised this for her colleagues. An observer from International Sales is able to judge her performance, because he has an information sheet from the Polish company, in English.

The statement might look like this: The Item No. can be added by you when you add the Statement to your *Language Dossier*.

Language ability in	POLISH	Item No.
Name	Anna Greene	
Description of event	Anna Greene attended a welcoming ceremony for our Polish visitors. The group leader introduced his colleagues, talked about his company and explained what he wanted to achieve in the UK with us. Anna competently gave us all a summary of what he said.	
Date of event	16 November 2010	
Evaluation	Anna was very relaxed and handled the situation well. The language performance matches the description in the Language Biography of this Language Portfolio for the levels and skills shown below	
Level	B2	
Skill	Understanding what people say	
Name of Observer	Paul Richardson	
Position	International Sales Director	
Signature	<i>P Richardson</i>	
Date	17 November 2010	

A blank form for statements on use of language is at the end of the dossier for you to copy and use.

## Intercultural skills

Observers may comment on your intercultural skills. In this case a different judgement must be made. The intercultural skills are rated in the *Language Biography Appendices* at three levels: Basic, Independent and Proficient. A blank form for this is included at the end of the *Language Dossier*.

## Keeping a Languages Learning Journal

In your *Language Biography Appendices* there is a section on *Language Learning Experiences*. This section presents an optional activity related to your language learning experiences.

Below there is a checklist of activities and questions about language learning, with suggestions for keeping a record of your experiences of language learning. Most people's experiences are varied, and you can select the ones which are specially relevant for you as a Deaf or Hard of Hearing Person by keeping your own Languages Learning Journal.

If the experience of learning a foreign language is new to you, you may have quite a lot to write. You may want to record your reactions every day. Later, however, you may want to record things less frequently, only noting any new activities that are tried, any changes in how the teacher works or in how you study in class or on your own. It is up to you to decide what sort of a record you want to keep.

### Checklist of typical points

Use the checklist below for ideas; you are always free to add anything from your own experiences. The suggested framework (a), (b), (c) for your journal entries is followed by a blank form for copying and use.

<b>Languages Learning Journal</b>		[Your name]
Date of entry		
Type of event		
Situation		
(a) Core activity	how the class was organised; class activities; self-tuition activity, etc.	
(b) Impact	the impact on your learning; your reaction to the event	
	enjoyable	e.g. confidence-building, amusing
	not enjoyable	e.g. undermined your confidence, boring
	effective	e.g. it helped you to memorise new expressions; to understand a puzzling point of grammar
(c) Relevance	how appropriate was the experience for you as a deaf or hard of hearing person?	

<b>Languages Learning Journal</b>		[name]
Type of event		Date of entry
Core activity		
Impact		
Relevance		

## Checklist for the Journal

### Classroom-based learning activities

For each example below, consider what has happened in your class and how you have reacted to events. Note what you like and do not like about these classroom based learning activities.

You might find some activities that are more appealing, or some which are less appealing to how you learn. Consider what the factors of success are in learning to use a foreign language well.

1. General classroom organization (e.g. does teacher lead every activity; do learners work in pairs or groups?)
2. How lessons are structured (e.g. is the session in a fixed logical sequence; is the atmosphere relaxed; are there contrasting activities; are there less serious activities?)
3. General approach to language teaching (e.g. is grammar systematically taught in advance of new material; do learners deduce meanings from new situations and texts?)
4. Importance of the spoken word (e.g. listening activities, laboratory exercises, conversation, etc).
5. Importance of the written word (e.g. translation, grammar exercises, reading, writing text, etc)
6. Use of the target language (e.g. is your native language used a lot? Does the teacher try to explain things in the foreign language?)
7. Materials used (e.g. do lessons follow a textbook; does the teacher make learning materials; is IT used? Online, audio, video, chat rooms? Are examples of real language, such as menus, or holiday brochures used?)
8. Learning by heart (do you do much learning by heart; are there tests of material learned by heart; is grammar studied (e.g. vocabulary lists given for learning, to be tested later)
9. Challenging activities? (e.g. are you challenged by the tasks; are you encouraged to improvise when talking or writing about an unfamiliar topic; are you asked to guess meanings in new materials?)
10. Variety of activities (do fun and games enter into your lessons; is humour used; are there guessing games, competitive activities etc?)

### Self-directed and independent study

11. What sort of a course are you learning from? (e.g. textbook, audio course, video, web-based material, multi-media; computer based; correspondence or distant learning; self-study; private tuition etc?)
12. Study time (how regularly are you able to pursue your studies? what is your opinion of your study skills; of your and ability to focus; of your persistence, etc?)
13. Learning by heart (how do you approach learning things by heart; are you happy with the way you do it; do you feel you need advice?)
14. New situations (do you have opportunities to try out your language skills in real situations; can you strike up a conversation with native speaker; can you listen to the news or watch it on satellite TV; can you get foreign language internet bulletin?)
15. Why learn a foreign language? (do you enjoy language learning for its own sake; are you fascinated by grammatical concepts, by the origins of words, etc; do you see language learning as purely for practical purposes; do you need the language to carry out work objectives etc?)





### Certificate of Achievement

<b>Certificate in</b>	<b>Item No.</b>
Awarded to	
Awarded by	
Skill(s)	
Level(s)	
Date	
CEF level A1 – C2 (if specified)	
Notes	

### Certificate of Attendance

You should try to be objective about whether you actually reached the stated level of the course.  
 If you feel you did not, choose **Not achieved**.  
 If you feel you came close to the stated level, choose **Partly achieved**.  
 If you fully achieved the objectives of the course, choose **Fully achieved**

<b>Certificate in</b>	<b>Item No.</b>						
Title of the Certificate							
Awarded to							
Awarded by							
Name of event							
Dates (from .. to ...)							
Skill(s) <i>List all skills used</i>							
Level(s) achieved	<i>Tick a level of achievement for each skill listed. Add more if required</i>						
Skill .....	<table border="1"> <tr> <td style="text-align: center;"><i>Not achieved</i></td> <td style="text-align: center;"><i>Partly achieved</i></td> <td style="text-align: center;"><i>Fully achieved</i></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<i>Not achieved</i>	<i>Partly achieved</i>	<i>Fully achieved</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not achieved</i>	<i>Partly achieved</i>	<i>Fully achieved</i>					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Skill .....	<table border="1"> <tr> <td style="text-align: center;"><i>Not achieved</i></td> <td style="text-align: center;"><i>Partly achieved</i></td> <td style="text-align: center;"><i>Fully achieved</i></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<i>Not achieved</i>	<i>Partly achieved</i>	<i>Fully achieved</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not achieved</i>	<i>Partly achieved</i>	<i>Fully achieved</i>					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Skill .....	<table border="1"> <tr> <td style="text-align: center;"><i>Not achieved</i></td> <td style="text-align: center;"><i>Partly achieved</i></td> <td style="text-align: center;"><i>Fully achieved</i></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<i>Not achieved</i>	<i>Partly achieved</i>	<i>Fully achieved</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not achieved</i>	<i>Partly achieved</i>	<i>Fully achieved</i>					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
CEF level A1 – C2 (if specified)							
Notes							

**Performance in real life**

Language ability in	Item No.
Name	
Level	
Skill	
Type of Activity	
Place	
Description of event	
Date of event	
Your signature	

**Learning situation at school, college or study visits**

Language ability in	Item No.
Name	
Level	
Skill	
Type of Activity	
Place	
Description of event	
Date of event	
Purpose	
Result	
Examination Board	
Assessor	
Position	
Signature	
Date	

**Statement by an Observer about Language Ability**

<b>Language ability in</b>		<b>Item No.</b>
Name		
Description of event		
Date of event		
Evaluation		
Level		
Skill		
Name		
Position		
Signature		
Date		

**Statement by an Observer about Intercultural Skills**

<b>Intercultural skills</b>		<b>Item No.</b>
Name		
Description of event		
Date of event		
Evaluation		
The intercultural skills are rated according to the levels in the Language Biography Appendices of this Language Portfolio ( <i>tick one level</i> ).	<i>Basic</i>	
	<i>Independent</i>	
	<i>Proficient</i>	
Name		
Position		
Signature		
Date		