

Transparency and International Comparability in Languages

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- Present situation : Lack of a global reference system
- The role of the Common European Framework of Reference for Languages (CEF)
- A European Language Portfolio for the Higher Education Sector (ELP)
- Advantages of using the ELP

Objectives of the Common European Framework of Reference for Languages

Promote learning based on learners' needs
Define learning objectives based on language in use

Promote comparable standards
Provide a common language
Reflect on current practice

Objectives of the Common European Framework of Reference for Languages

Provides a language- and institution-independent description of six reference levels for describing learner's proficiency related to language in use

B1 : “Can give straightforward descriptions on a variety of familiar subjects related to her/his own fields of interest or study.”

C2 : “Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.”

Integration of the CEF into Higher Education

- Learning programmes, course descriptions
- Teaching and learning material
- Attestations
- Examinations/qualifications
 - ↪ Level
 - ↪ Objectives
 - ↪ Contents
 - ↪ Methods
 - ↪ Evaluation criteria and procedures
- ↪ Mobility, lifelong learning, plurilingualism, autonomy
- ↪ Mutual recognition of language achievements

What is the European Language Portfolio?

An instrument that facilitates the recording, planning and validation of lifelong language learning both within and beyond the educational context.

An information tool (the reporting function)
A companion to language learning (the pedagogic function)

What is the European Language Portfolio ?

It consists of three parts :

- Language Passport
- Language Biography
 - Dossier

The Language Passport

Shows at a glance the person's current level of language proficiency and intercultural experience.

- The Council of Europe's Standard Language Passport for Adults

Forms and Worksheets

- Self-assessment Grid
- Self-assessment Checklists A1 to C2
- Overview of language and intercultural experience in the context of higher education studies
- Examination description
- List of attestations for language and intercultural experiences
- Attestation (form): Language learning experiences and language use in a region where the language is spoken
- Attestation (form): Language learning experiences and use in a region where the language is not spoken

The Language Biography

Helps learners to document and reflect on previous language learning, intercultural experience, and learning processes, and to assess their own language skills, set learning goals, and plan future learning activities.

Forms and Worksheets:

- My Language Learning Biography
- My Significant Intercultural Experiences
- Self-assessment Checklists A1, A2, B1, B2, C1, C2 with specific descriptors for the field of higher education
- My Objectives
- Language Learning Journal
- My Mobility Stay

The Dossier

Illustrates the development and current level of learners' language proficiency and intercultural experience through examples of personal work.

- Working Dossier
- Dossier for Presentation

Form:

- List of Pieces of Work included in the Dossier

Advantages of Using the ELP

- Higher education institutions
 - ↳ Faculties, language institutes, language centers, self-study centers
 - ↳ Teachers, language advisers
 - ↳ Organisers of mobility programmes
 - ↳ Admissions officers
- Learners
- Employers