



# Canadian Language Portfolio for Teachers

Principal Investigator: Miles Turnbull

If you complete this document **as part of a university course**, your professor could suggest a specific learning activity associated with each subsection of the self-assessment.

If you complete this document **on your own**, invite a colleague to participate in the exercise in order to generate a discussion. You could also set up a professional learning community where all the participants would complete the task simultaneously.

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The Canadian Association of Second Language Teachers (CASLT) promotes the advancement of second language learning and teaching throughout Canada by creating opportunities for professional development, by encouraging research, and by facilitating the sharing of information and the exchange of ideas among second language educators.

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Members of the committee:

- Krystyna Baranowski, Collège universitaire de St-Boniface
- Joseph Dicks, University of New Brunswick
- William Dunn, University of Alberta
- Gail Phillips, Brock University
- Miles Turnbull, University of Prince Edward Island

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canadien

Canadian  
Heritage

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# INTRODUCTION TO THE CANADIAN LANGUAGE PORTFOLIO FOR TEACHERS

## What is it all about? What is its purpose?

The **Canadian Language Portfolio for Teachers** was designed to assist you in assessing your linguistic and cultural experiences, and your second language skills in three areas: Your day-to-day life, your language classroom, and your professional life as a second language teacher. Ultimately, the principle that underlies the Portfolio hinges on the language learner's autonomy. Thus, the Portfolio will enable you to get more actively involved in your second language learning process. The Portfolio will allow you to clearly outline all aspects of your second language skills.

## Where did the Portfolio idea come from?

The Portfolio is based on the Common European Framework of Reference for Languages (CEFR), created by the Council of Europe and adopted in Canada by the Canadian Association of Second Language Teachers (CASLT) and the Council of Ministers of Education, Canada. This common framework establishes standard levels of language proficiency and is used extensively around the world.

## How does it work?

Your Portfolio consists of four sections:

1. **My passport:** This section is made up of a general and overall self-assessment of your target language skills – in your daily life and in your professional life as a second language teacher.
2. **My autobiography:** Here you will note on an ongoing basis the relative importance of the target language and other languages in your daily life and environment. This section's emphasis is on your professional life. You will also keep track of your visits to communities of native speakers in the target language.
3. **My self-assessment:** This section focuses on many aspects of your language skills. Each subsection will be followed by a summary in which you will indicate the skills you must maintain and those areas requiring improvement. As well, it contains your thoughts regarding your learning approach, difficulties you have encountered and strategies to ensure progress.
4. **My mementos:** This section includes documents that illustrate your target language skills.

## The Portfolio's many uses

- As a personal proficiency training tool.
- At university, as part of a basic training or skill development program.
- In the classroom, as a support tool while your students will be completing their own portfolio.
- As an annual professional growth plan that you can submit to your employer.
- This version of the Canadian Language Portfolio for Teachers should be useful for English teachers or for teacher education courses for multiple languages albeit delivered in English.

## Advice on how to use the Portfolio

- The document may seem long. Complete one section at a time. You must allow for enough time so that all your thoughts are captured.
- Start by filling out the passport and the biography sections.
- Use the general and overall assessment scale (pages 6 and 7) in order to establish your position on the grids. For example, if you feel that most of your skills fall between levels A2 and B1, start at level A2 in the more detailed assessment grids.
- It might prove useful to read about the more advanced levels in order to establish your language learning goals.
- Summarize your strengths and those areas requiring immediate improvement. Why not set out goals (or an action plan) after each subsection?

# MY PASSPORT

## Section 3: Description and classification of assessments and certificates according to the common level of references\* (cont'd)

| Name of Certificate / Qualification:  |           | Language:  | Qualification |
|---|-----------|--|---------------|
| Proficient User<br><br>Kompetente Sprachverwendung<br><br>Utilisateur expérimenté<br><br>Uso competente della lingua        | <b>C2</b> | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him / herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.   |               |
|   | <b>C1</b> | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him / herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.  |               |
| Independent User<br><br>Selbstständige Sprachverwendung<br><br>Utilisateur indépendant<br><br>Uso indipendente della lingua | <b>B2</b> | Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his / her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |               |
|   | <b>B1</b> | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.                       |               |
| Basic User<br><br>Elementare Sprachverwendung<br><br>Utilisateur élémentaire<br><br>Uso elementare della lingua             | <b>A2</b> | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his / her background, immediate environment and matters in areas of immediate need.                           |               |
|   | <b>A1</b> | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him / herself and others and can ask and answer questions about personal details such as where he / she lives, people he / she knows and things he / she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.  |               |

The qualifications mentioned have been calibrated to the Common European Framework of Reference for Languages on the following basis:

|   |      |  |
|---|------|--|
| Collective judgement by the teaching staff of the institution concerned.  | *    |  |
| Checking the relationship by comparing examples of learner work with the official performance samples for the Framework Levels. | **   |  |
| Comparative studies relating the achievement of learners to their results in examinations already calibrated to the Framework.  | ***  |  |
| Scientific study with statistical analysis of comparative data.   | **** |  |

\* Drawn from Portfolio européen des langues (Conférence des directeurs cantonaux de l'instruction publique, 2001) © Schulverlag Plus AG



# MY AUTOBIOGRAPHY

| HOW?   | Regularly | Sometimes | Never | Not yet | No longer | Not applicable |
|--|-----------|-----------|-------|---------|-----------|----------------|
| Mail   |           |           |       |         |           |                |
| E-mail                                       |           |           |       |         |           |                |
| Social media network                         |           |           |       |         |           |                |
| Internet                                     |           |           |       |         |           |                |
| Watching TV                                  |           |           |       |         |           |                |
| Listening to the radio                       |           |           |       |         |           |                |
| Watching movies                              |           |           |       |         |           |                |
| Listening to music                           |           |           |       |         |           |                |
| Reading (newspaper, books, etc.)             |           |           |       |         |           |                |
| Videoconference with other language teachers |           |           |       |         |           |                |
| Other.....                                   |           |           |       |         |           |                |

## My experiences in a region OR community where the target language is dominant

| Country or region | Year | Duration of trip | Purpose of trip | Percentage of time spent using the target language |
|-------------------|------|------------------|-----------------|--|
|                   |      |                  |                 |  |
|                   |      |                  |                 |  |
|                   |      |                  |                 |  |
|                   |      |                  |                 |  |

Provide more details about those experiences with the target language that you find relevant in your classes. Specifically, think of the contexts and experiences that are relevant to teaching.

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# LISTENING



**1** Think about the following tasks. Use the following scale:

1. I am not yet able but I will include it in my action plan
2. I am beginning to do this
3. I can do this relatively easily
4. I can do this quite easily

**2** Note your self-assessment in one column at a time. Indicate the date of each self-assessment at the top of the column. Add an asterisk (\*) to indicate which tasks take priority.

For example:

| When people speak slowly and clearly, pausing after each sentence...   |  |       |                              |       |                                    |       |                               |       |
|--|--|-------|------------------------------|-------|------------------------------------|-------|-------------------------------|-------|
| I can understand simple questions that relate to me or my family.<br>For example, what my name is, where I live, whether I am a probationary or permanent teacher. |  |       |                              |       |                                    |       |                               |       |
| Assessment dates   | 02/11  | 08/11 | 02/12                        | 08/12 | 02/13                              | 08/13 | 02/14                         | 08/14 |
| Area to colour in  |  |       |                              |       |                                    |       |                               |       |
| Assessment criteria  | 1- I am not yet able but I will include it in my action plan |       | 2- I am beginning to do this |       | 3- I can do this relatively easily |       | 4- I can do this quite easily |       |

## SELF-ASSESSMENT

**A1**

**A1 – I can understand familiar words and very common expressions that relate to me or my family, or to the immediate environment, if people speak slowly and clearly.**

**When people speak slowly and clearly, pausing after each sentence...**

I can understand simple questions that relate to me or my family.  
For example, what my name is, where I live, whether I am a probationary or a permanent teacher.

|                     |  |                              |                                    |                               |
|---------------------|--|------------------------------|------------------------------------|-------------------------------|
| Assessment dates    |  |                              |                                    |                               |
| Area to colour in   |  |                              |                                    |                               |
| Assessment criteria | 1- I am not yet able but I will include it in my action plan | 2- I am beginning to do this | 3- I can do this relatively easily | 4- I can do this quite easily |



# READING

## A2 (cont'd)

I can understand essential information in most simple texts that describe facts.

For example, understanding the topic addressed in a letter or a short newspaper article; understanding essential information outlined in teaching strategy instructions or steps.

|   |   |                                     |   |                                      |
|---|---|-------------------------------------|---|--------------------------------------|
| Assessment dates  |   |                                     |   |                                      |
| Area to colour in   |   |                                     |   |                                      |
| Assessment criteria   | <b>1- I am not yet able but I will include it in my action plan</b> | <b>2- I am beginning to do this</b> | <b>3- I can do this relatively easily</b> | <b>4- I can do this quite easily</b> |
| I can follow a narrative's development.   |   |                                     |   |                                      |
| For example, the characters or locations the narrator refers to, understanding the most important elements. |   |                                     |   |                                      |
| Assessment dates  |   |                                     |   |                                      |
| Area to colour in   |   |                                     |   |                                      |
| Assessment criteria   | <b>1- I am not yet able but I will include it in my action plan</b> | <b>2- I am beginning to do this</b> | <b>3- I can do this relatively easily</b> | <b>4- I can do this quite easily</b> |

## B1

**B1 – I can understand most texts written in ordinary language or relating to my work. I can understand descriptions of events, feelings and wishes expressed in personal letters.**

**When I read well-structured notes, letters or stories...**

I can understand simple directions.

For example, a manual, comments made about an assignment I have completed, or expectations from a curriculum document.

|                     |   |                                     |   |                                      |
|---------------------|---|-------------------------------------|---|--------------------------------------|
| Assessment dates    |   |                                     |   |                                      |
| Area to colour in   |   |                                     |   |                                      |
| Assessment criteria | <b>1- I am not yet able but I will include it in my action plan</b> | <b>2- I am beginning to do this</b> | <b>3- I can do this relatively easily</b> | <b>4- I can do this quite easily</b> |





## My priorities and action plan: SPOKEN INTERACTION

### In my classroom

| Date                             | Skills I want to maintain  | My action plan  | My challenges   | My action plan   |
|----------------------------------|--|---|---|--|
| February 14 <sup>th</sup> , 2011 | Talking about familiar topics with a partner in my university language class | Find a language partner to have regular conversations on interesting topics | Confronting another student's opinion in my Methods class | Every two weeks, go out with colleagues to discuss controversial topics in education |
|                                  |  |   |   |  |
|                                  |  |   |   |  |
|                                  |  |   |   |  |
|                                  |  |   |   |  |
|                                  |  |   |   |  |
|                                  |  |   |   |  |
|                                  |  |   |   |  |
|                                  |  |   |   |  |



# WRITING

## NOTES

Handwriting practice lines consisting of 20 horizontal dotted lines.




# MY STRATEGIES

## 6 – Strategies to improve learning vocabulary and pronunciation for new words (cont'd)

|   |   |                               |
|---|---|-------------------------------|
| Assessment criteria   | <b>1- I would like to try this strategy</b> | <b>2- I use this strategy</b> |
| I look for antonyms and synonyms.   |   |                               |
| Assessment dates  |   |                               |
| Area to colour in   |   |                               |
| Assessment criteria   | <b>1- I would like to try this strategy</b> | <b>2- I use this strategy</b> |
| I compile several words and expressions linked to a given topic.  |   |                               |
| Assessment dates  |   |                               |
| Area to colour in   |   |                               |
| Assessment criteria   | <b>1- I would like to try this strategy</b> | <b>2- I use this strategy</b> |
| I create a personal vocabulary file.  |   |                               |
| Assessment dates  |   |                               |
| Area to colour in   |   |                               |
| Assessment criteria   | <b>1- I would like to try this strategy</b> | <b>2- I use this strategy</b> |
| I try to memorize groups of words that make up stockphrases (expressions) that can be reused (verb + complement/adjective + noun/noun + noun complement). |   |                               |
| Assessment dates  |   |                               |
| Area to colour in   |   |                               |
| Assessment criteria   | <b>1- I would like to try this strategy</b> | <b>2- I use this strategy</b> |
| Others strategies:  |   |                               |
| • _____   |   |                               |
| • _____   |   |                               |
| • _____   |   |                               |
| • _____   |   |                               |
| <b>What I can do to practise</b>  |   |                               |
| Play online vocabulary games.   |   |                               |
| Do crossword puzzles.   |   |                               |
| Your ideas  |   |                               |
| • _____   |   |                               |
| • _____   |   |                               |
| • _____   |   |                               |
| • _____   |   |                               |

## MY MEMENTOS

| Description of the activity (date, a few brief details) | <b>Skills used</b><br>Why did you decide to include this memento in your file and which skills does it highlight? Determine how they relate to the grids in the different self-assessment sections. |
|---|---|
|   |   |
|   |   |
|   |   |



Use a folder, or digitize and save, to preserve any memorabilia as evidence of the various steps that you undertook to improve your knowledge of the target language.

- Restaurant menus;
- Various events programs;
- News and magazines articles;
- Theater and movie tickets;
- Any other documents that you believe are related to the goals of this Portfolio

# Canadian Language Portfolio for Teachers

The Canadian Association of Second Language Teachers is proud to offer this new tool as part of its program to support the study and learning of languages in Canada. This document is a “must have” for second language teachers and students in Education that foresee a career as second language teachers and for any organization, in the public or private sector, wishing to support the learning of additional languages among its personnel.

Based on the Common European Framework of Reference (CEFR) created by the Council of Europe, this tool allows the user to ascertain objectively the level of his/her competencies in the target language, to set up a course of action tailored to his/her own needs and to monitor the evolution of these competencies.



**Miles Turnbull, Professor  
Faculty of Education, UPEI**

Miles Turnbull is full professor and Interim Dean of the Faculty of Education at the University of Prince Edward Island. Miles Turnbull teaches in the pre-service program in French second-language teaching and also in the Masters program in leadership and learning and Doctoral Program in Educational Studies. Before joining the faculty at UPEI, Miles was an Assistant Professor in the Modern Language Centre at OISE-UT. He worked also in core and immersion French programs in three Canadian provinces and is a former President of the Canadian Association of Second Language Teachers (2005-2006).

His main fields of research are :

- French as a second language (Core and Immersion)
- Code switching
- Teachers education
- Teachers' beliefs
- Experiential and project based learning
- Technologies in Education