

THE LANGUAGE PROFILE

National Core Curriculum for General Upper Secondary Education 2019

A resource for compiling a local Language Profile in general upper secondary school

Finnish National Agency for Education

www.kieliprofiili.com/en/

Foreword

The Language Profile* is a new tool for language learning that was introduced in the National core curriculum for general upper secondary education 2019. All students compile a language profile at the beginning of their studies. The aim of the Language Profile is to increase students' understanding and appreciation of their language skills as well as to help students find suitable ways of learning languages and tools to set goals for their learning. The students return to their language profile at least once during their studies and take stock of how they have progressed in upper secondary school. Therefore, the Language Profile acts as a sort of springboard to language studies: It forms a foundation on which students can build on with respect to each student's needs and goals during the course of their studies.

The Language Profile functions not only as a tool for tracking progress in language proficiency, but also provides students with tools to further develop their language skills. Furthermore, the Language Profile provides students with a place to gather certificates of their language skills as well as demonstrations that students take pride in.

What you are holding in your hand is one interpretation of what a Language Profile might entail. This model is grounded in how language, language learning, and cultural competence are conceptualized in European language education, namely the CEFR and the CEFR Companion Volume. In this model, the Language Profile aims to expand students' understanding of language, language proficiency, and language learning, in addition to offering students opportunities to make visible their language repertoire. Therefore, the material introduces students also to concepts such as language awareness, mediation, and ethical internationalism.

This material can be made use of at different stages of general upper secondary school language studies and other subjects where appropriate. The material is also available online at www.kieliprofiili.com/en and <https://www.oph.fi/en/language-profile>.

The authors would like to thank the teachers, researchers, and other language specialists who gave comments on different versions of the material. A special thanks is due to former Counsellor of education, doctoral researcher Paula Mattila, whose insight into global education and internationalism was indispensable in the creation of this material. For the reader, we hope this material provides rewarding and inspiring discussions on language and language learning, for both learners and teachers alike.

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*In this material, "language profile" is written with lowercase letters when referring to a student's personal language profile and with uppercase letters when referring to the concept introduced in the core curriculum.

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1. The Language Profile

All students compile a Language Profile as part of their general upper secondary school studies. Its purpose is to support your growth as a language learner and language user. This material will guide you to reflect on:

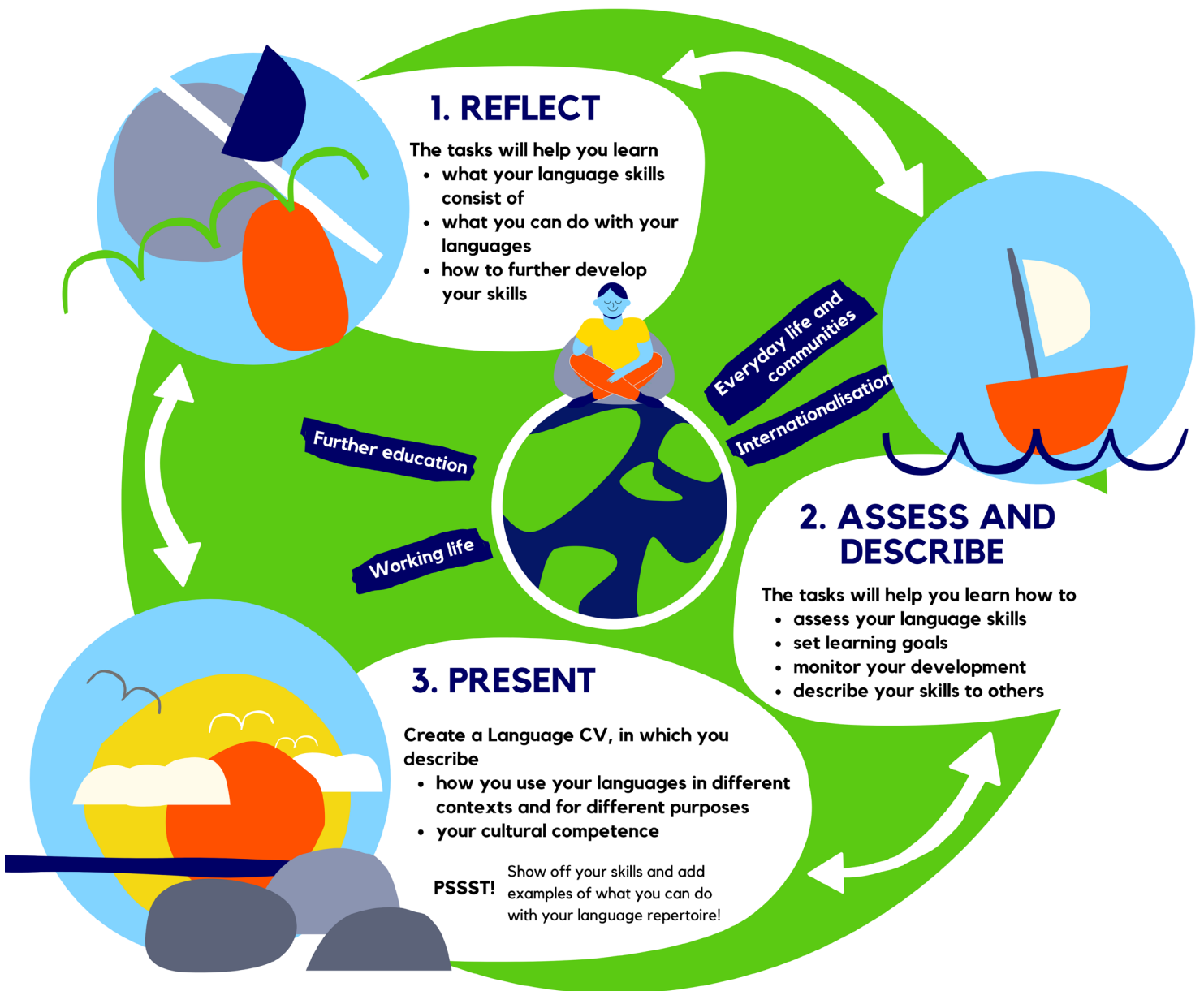
- what your language skills consist of;
- what your linguistic and cultural identity consists of;
- what we mean by language skills and interaction skills;
- how languages can be learned;
- how you can make use of your language skills after general upper secondary school.

You will explore these themes from different perspectives by reflecting on diverse tasks and related materials. Your reflections will function as the core of your language profile. Tasks can be completed independently, in pairs, or in groups.

You can personalize your language profile according to your own preferences. Add attachments, images, videos, and audio files to demonstrate your language skills.

Visit the Language Profile website at www.kieliprofiili.com/en or <http://www.oph.fi/kieliprofiili> or videos and other resources for language learning.

THE LANGUAGE PROFILE IN THREE STEPS



Working on your Language profile will help you to reflect on your language learning history and experiences, as well as how these affect who you are as a language learner now and after general upper secondary school.

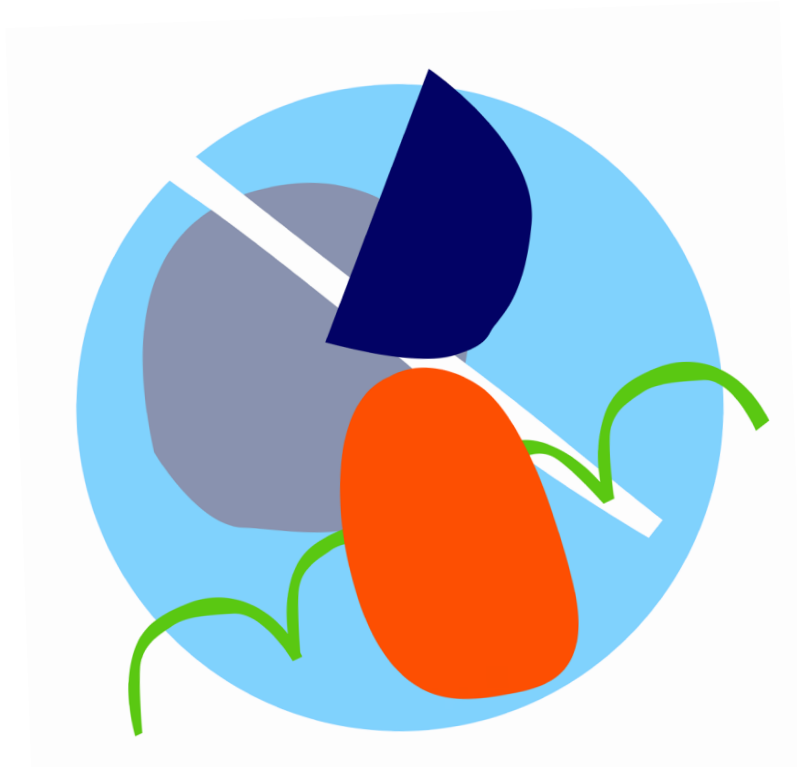
2. FOR STUDENTS

The Language profile is divided into three sections:

- **Language skills**
- **Language, culture and internationalisation**
- **Language learning skills**

Each section includes examples of tasks that will help you identify, assess, and describe your skills in different languages. You will also learn to find ways to improve your language skills during and after general upper secondary school.

A language profile is like a workbook that you start at the beginning of general upper secondary school and which you return to at different stages of your studies. With the help of the language profile you can reflect on your language learning history and experiences and learn to know who you are as a language learner now and after general upper secondary school.



Language skills and language learning skills as transversal competences

Language skills and cultural competence are linked to the transversal competences that you develop throughout general upper secondary school studies. Transversal competences form the common objectives for all subjects in general upper secondary education.

In order to make it more tangible, transversal competence has been divided into six areas. The areas of transversal competence are

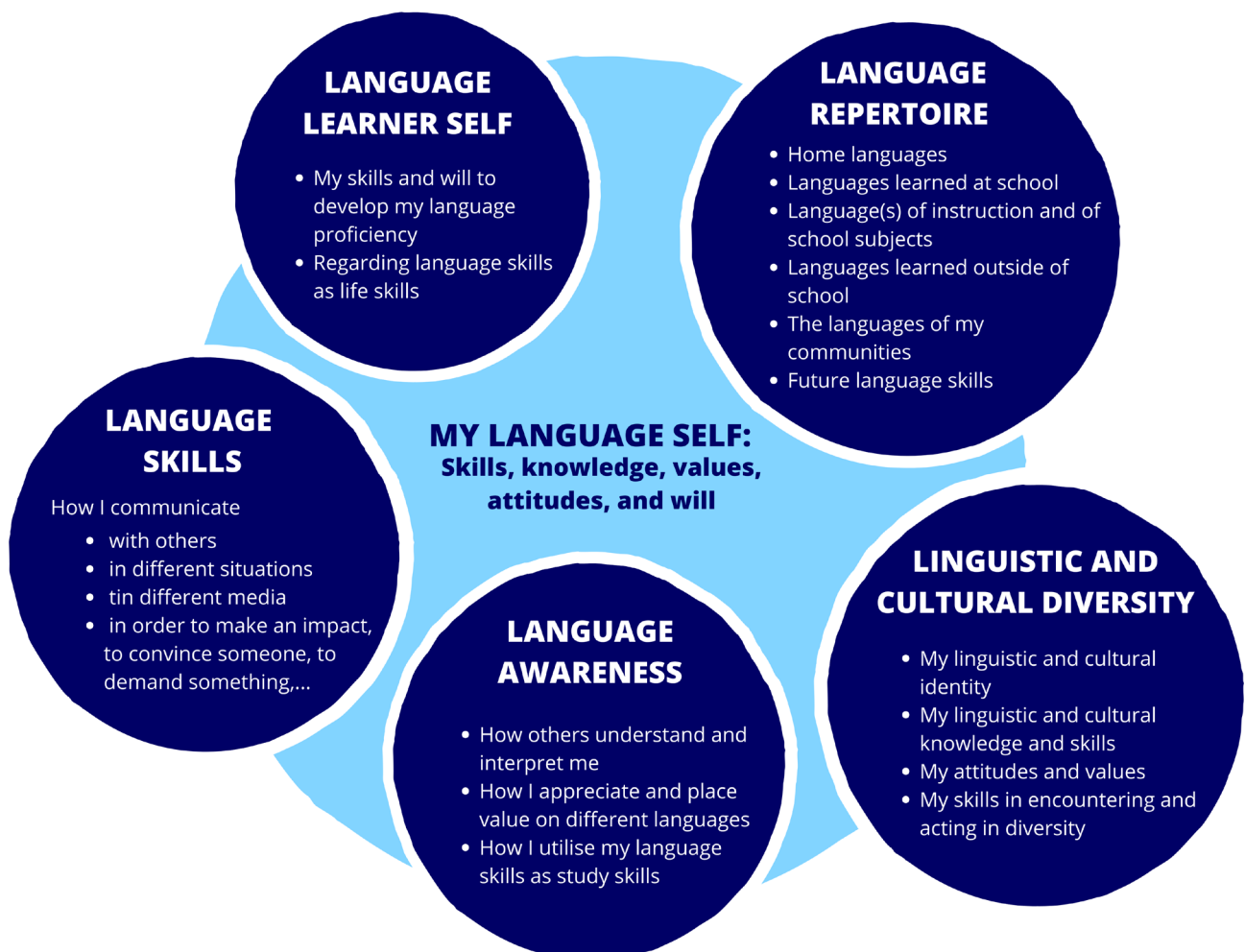
- well-being competence,
- interaction competence,
- multidisciplinary and creative competence,
- societal competence,
- ethical and environmental competence,
- and global and cultural competence.

Language studies support especially the development of your interaction competence and your global and cultural competence. Language skills and language learning skills are also central to the other areas of transversal competence.

Language skills

In this section, the aim is

- to understand what language skills are made up of,
- to identify and learn to present your language repertoire,
- to identify and learn to describe your plurilingual skills,
- to identify language awareness as a component of language skills and to learn how language awareness can be made use of in communication, and
- to gain an understanding of language needs in further studies and in the world of work.



Language learner's language self

Language repertoire

Language repertoire is a term used to refer to all the languages you have learned and use in your daily life, hobbies, work, and possible further studies. Your language repertoire consists of the languages and dialects you speak at home as well as those you learn at school and in your free time. It also includes the languages you use with your family, friends, and other social circles.

2

Task: My language repertoire

The term plurilingual does not refer only to people with bilingual or multilingual childhoods. Plurilingualism can also be regarded as knowledge of languages that are learned throughout life, be they home languages, dialects, languages learned at school or outside of school, at any point in time. Even the slightest knowledge of a language is valuable.

3

Task: Using languages in different contexts

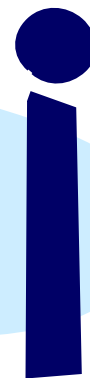
Language skills also refer to the ability to vary and adapt language(s) in different situations and for different purposes. For example, when communicating on social media, responding to work emails, or when writing answers to exam questions, the context of language use is very different depending on the situation. Attention should also be paid to the objective of language use: is the objective to give a neutral summary of an online piece of news, or is it to influence readers' opinions with a blog post on the subject, characterized by your subjective views on the matter?

4

Task: Language in social media

Studying languages is inherently connected to building cultural competence. Languages and cultures are intertwined, and it is worth remembering that they know no national borders. For example, English, German, Mandarin Chinese, and Farsi are spoken in many different parts of the world, as first languages, second languages, and foreign languages. At the heart of cultural competence is an understanding of the diversity of cultures and an open and respectful approach to diversity.

Language and culture are discussed in more detail in the section on *Language, culture and internationalisation*.



Language awareness

Using language always entails making (linguistic) choices in terms of what we say, how we say it, and who we are addressing. The linguistic choices we make play an important role in interaction. Using language in a way that is attentive to the listener or reader requires linguistic awareness, that is, an understanding of how, for example, word choices and the manner of communication affect what is said and how the message is interpreted—or whether the message is understood at all.

5 **Task:** Adapting language (1/2)

Therefore, linguistic competence is also about being able to adapt the way you communicate and the language you use according to who the recipient of the message is. Developing your language awareness is an essential tool for communication of any kind.

6 **Task:** Language awareness in everyday life

Bear in mind that language can also be used to prevent or discourage others from participating in conversation. For example, the use of academic or discipline-specific vocabulary and complex sentence structures can make it difficult to understand a message, be it a web publication, a TV appearance, or an email. A language does not need to be “foreign” for it to be incomprehensible. It may just contain vocabulary that is unfamiliar to you. Examples of such “foreign” terminology may include, for example, engine parts, medical terms, or agricultural vocabulary.

7

Task: Language awareness and obscure jargon

Language awareness is also a tool for learning. For example, learning about the structure of different languages helps you learn new languages. In addition, learning different subjects at school not only increases your knowledge of different disciplines, but also includes learning the language of those disciplines: for example, mathematics makes extensive use of graphs, pictures and notation, and history teaches you how to interpret and critically reflect on different sources.

8

Task: Language awareness and disciplinary language

The development of learning skills will be explored in more detail in the section on language learning skills.



Plurilingual communication

When engaging in interaction, creative use of shared languages can help in situations where the message would otherwise not get across. In such cases, even limited knowledge of a common language is of particular importance in interaction.

9

Task: Languages of everyday life

Multilingualism and creative language use may come in handy when you meet new people and you need a way to break the ice. For example, if you have studied the basics of French and meet another person who speaks French, even a brief exchange in French can help create a positive atmosphere and ease conversation.

10

Task: Making the most of rudimentary language skills

Language choices can be made to emphasise solidarity or shared linguistic and cultural features. For example, when two people from the same dialect area meet, they may switch from the standard language to a dialect variant (for example, the Turku dialect) to show that they come from the same place. Using a dialect is also a way of expressing one's linguistic and cultural identity when the person you are talking to comes from a different region.

11

Task: Adapting language (2/2)

The parallel use of languages in interaction, translanguaging, may help to smooth the flow of meaning-making more than sticking to one language. Multilingualism creates opportunities for creative, lively, and playful language use.

12 Task: Plurilingualism on video

In fact, using several languages flexibly in conversation is more common than monolingual communication. However, it is important to be aware of the situations in which multilingual communication is acceptable or commendable and when it is better to stick to just one language.

13 Task: Multilingualism in different contexts

Improving your language skills

Describing language skills

An important part of language learning in general upper secondary school is learning to identify and assess your language skills, as well as to learning how to describe your skills to others, such as employers.

A good way to describe your language skills is to give concrete examples of situations in which you can use a given language with ease. In which situations are you able to communicate in different languages? Examples of such situations include, for example, customer service, making small talk, or exchanging more complex opinions or views.

14 Task: Describing language skills (1/2)

In the following exercise, you can practise assessing your language skills using the European Framework of Reference for Languages (CEFR)

15 Task: Describing language skills (2/2)



Assess your skills according to the Evolving Language Proficiency Scale (NCC 2019), a Finnish adaptation of the CEFR, which you will find at the end of this material.

Language skills for future studies and the world of work

After general upper secondary school, you will continue improving your language skills in further studies and the world of work, where you will gain expertise in a given field. Linguistic expertise includes, for example, knowledge of the vocabulary and text genres in your field (such as reports, memos) and proficiency in internal and external communication at the workplace.

Tasks:

16

Language skills for the future

19

Multilingual video application

17

Setting goals for language skills (2/2)

39

Setting goals for language skills (1/2)

18

Internationality in further studies and the world of work

Language, culture, and internationalisation

In general upper secondary education, you will learn skills to function in a linguistically and culturally diverse world. The aim is to support your growth as an active global citizen and to provide you with the knowledge, skills, and will to engage in discussion and initiatives on global issues.

In this section, the aim is

- to identify what is meant by internationalisation and global and cultural competence,
- to identify what you already know about internationalisation and what you can do to expand your knowledge, and
- to learn how to express your ideas and discuss issues related to these topics, for example, when applying for jobs and further studies.



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Task: Introduction to language, culture and internationalisation



This section proceeds in the order shown in the figure, from the core outwards. It starts with what happens between the ears: the values and attitudes which guide how you react to matters of everyday life, such as opinions, behaviour, and languages. What knowledge, attitudes, and values is your identity built on? What are the issues related to the diversity of languages, cultures, people, and circumstances – to living in the midst of diverse internationalisation?

We then move on to look at communities, such as family or friends from school or hobbies. Communities can also be virtual: what groups or communities can you join or follow on social media?

What are the skills needed to become a part of different communities, what do you do well, what do you need to know more of? What language skills do you need? What kinds of situations are likely to give rise to what you might call cultural differences? The diversity of people, communities, languages, and perceptions becomes apparent at the very latest when people do not understand each other or are not being understood.

The outermost layer focuses on internationalisation from the perspective of global cooperation. The aim is to reflect on one's own responsibility and opportunities to make a difference. Here, we discuss global citizenship, that is, the efforts taken to develop the world in a more just, responsible and sustainable direction. Various ways of making a difference are taught as early as in primary school, such as participating in school sustainability projects or by taking part in different kinds of voluntary work. Global citizenship skills can also be acquired through activities at school, such as during an exchange programme or international projects. Global citizenship skills can also be learned in everyday life, with friends or at work, with people from different cultures and linguistic backgrounds.

21

Task: Diverse language skills as an asset

Reflect on your experiences in your language profile

For example, if you have participated in

- participated in international school projects;
- met people from different countries, at work or in your free time;
- participated in international mobility or virtual exchange.

How did you use the languages you know? Did you learn something new? Did you end up correcting your own understandings of different cultures?

International competence through mobility

There are many ways to develop global competence. Internationalisation is often associated with international activities or exchange studies (mobility), even though there are a variety of ways to develop international competence. In general upper secondary school, participating in international cooperation may entail, for example, volunteering in various international organisations in Finland, participating in the school's international cooperation projects from your home computer, or applying for a job in an international company in Finland.

At the heart of international competence, however, is an understanding of the kind of knowledge that international activities – such as learning to work with people or travelling – bring with them. For example, does travelling provide insight into how culture manifests itself in everyday activities and interaction? Are there circumstances in which travelling offers only a superficial picture of the culture of a given host country?



Task: Perspectives on mobility

Me and my identity

Understanding your own identity forms the basis of linguistic and cultural competence: From what starting points, attitudes, and values do you approach situations where you encounter something new and alien to you? What languages and cultures make up your identity?

Tasks:

23

My cultural competences

25

My language and culture

24

Exploring family trees

Me and my community

Communities (e.g., school, family, friends, and hobbies) are increasingly diverse, with no member of the community representing just one culture. Cultural identity is built from pieces of many different cultures, which are adopted through interaction with different people and communities. Understanding the meaning and value of diversity requires curiosity and open-mindedness towards what is new or alien to one's own community, that is, perceived otherness. Understanding diversity also requires being able to recognise cultural stereotypes and simplifications and the ability to break free from them. Culturally responsible citizenship not only requires the acknowledgment of diversity, but active inclusion in order to do our part in creating a just world.

Furthermore, global citizenship does not lead to accepting any kind of behaviour on the basis of respecting differences in worldviews. Global citizenship is rooted in respecting human rights and equality, and taking action to ensure that the human rights and freedoms of everyone are protected.

Tasks:

26 Language and culture in interaction

28 Internationalisation at home

27 Multilingualism

Mediation as constructive interaction

Plurilingual and pluricultural competences support mediation. Mediation is the ability to communicate between different parties even when they are unable, for one reason or another, to convey messages (ideas, text, any given message) directly to each other. Mediation refers to means of constructive interaction that can be used to facilitate encounters and interaction between different parties.

Mediation is needed when communication breaks down for reasons such as:

- the use of language, vocabulary, or a register of language that others are not familiar with;
- discussing issues of which others have less knowledge. In such cases, meaning-making is hampered by others' lack of knowledge, which may be due to factors such as educational background, developmental stage (for example, when talking to a young child), or life experience;
- there are cultural differences between the two parties;
- there are other constraints in the conversation, such as those related to hearing, vision, or fatigue.

The descriptors below can help you become aware of and develop your own mediation skills.

How can I facilitate understanding?

MEANS OF MEDIATION

I can

- adapt the language I use to make it more understandable;
- use pictures to support my explanations;
- present complex information in stages and in smaller chunks;
- tell more about what I'm explaining and further elaborate;
- relate the new piece of information I'm explaining to what is already known.

How can I promote discussion where everyone is heard and included?

MEDIATION IN INTERACTION

I can

- help resolve disagreements and sensitive situations;
- facilitate discussion so that everyone has a chance to participate;
- help mutual understanding by anticipating, interpreting and explaining participants' turns;
- support discussion by anticipating, interpreting and explaining the linguistic and cultural features that each speaker brings to the situation;
- create an atmosphere where everyone feels comfortable participating in, encourage others to join in, and promote equal discussion.

What does mediation include?

MEDIATION AS CONVEYING AND CREATING KNOWLEDGE

When I explain to others what I have read, heard, etc.

- translating (between languages and within one, e.g., from one text genre to another);
- understanding and processing texts (e.g., compiling summaries);
- explaining numerical data (e.g., interpreting and explaining statistics to others);
- conveying detailed or specific information.

When I create new information:

- independent creative work and communicating it to others (e.g., essays, presentations);
- creative work with others (group work and debriefing).

Plurilingual and pluricultural competence

Successful and effective interaction in linguistically and culturally diverse contexts is built on plurilingual and pluricultural competence.

Descriptors of plurilingual and pluricultural competence provide you with tools to assess your competence in relation to your proficiency in different languages, in combining them, and in using them jointly. Plurilingual and pluricultural competence may refer to the ability to use one's own cultural or plurilingual competence to produce and interpret information, as well as the ability to make use of plurilingualism in interaction. Mediation is also part of plurilingual and pluricultural competence.

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Task: Plurilingual and pluricultural competence

The picture below includes descriptors that will help you to understand the skills needed to operate in linguistically and culturally diverse communities.

Using pluricultural competences in interaction

I can

- identify and act on cultural and social customs and meanings;
- identify and interpret similarities and differences;
- use critical thinking skills and multiliteracy to reflect on issues such as cultural phenomena, customs, and values.

Using plurilingualism for comprehension

I can

- be open and flexible towards the use of multiple languages;
- make use of linguistic cues (such as structures of language) or meanings;
- make use of similarities between different languages and also identify “false friends” (words in different languages that sound or look familiar but have different meanings);
- make use of parallel translations of the same source material;
- compile information from sources that are in different languages.

Using plurilingual competences in multilingual interaction

I can

- use my knowledge in multiple languages flexibly in different situations;
- anticipate as to when and to what extent the use of multiple languages is useful and appropriate;
- adjust language according to the language skills of others;
- mix and combine different languages when necessary;
- explain and clarify in different languages;
- encourage others to use different languages.

Adapted from the [Companion Volume of the European Framework of Reference for Languages](#).

Me and the world

The aim of general upper secondary education is to support your growth as an active global citizen with the knowledge, skills, and will to make an impact on global phenomena such as the climate crisis or biodiversity loss.

In the tasks below, the aim is

to identify and understand your own starting points for internationalisation

to identify and understand different forms of internationalisation

to find ways and opportunities to use your language skills as tools of cooperation and influence in global communities

to understand the importance of global cooperation in building a sustainable future and promoting democracy, and to find opportunities for such cooperation.

Tasks:

31

International and multicultural NGOs

32

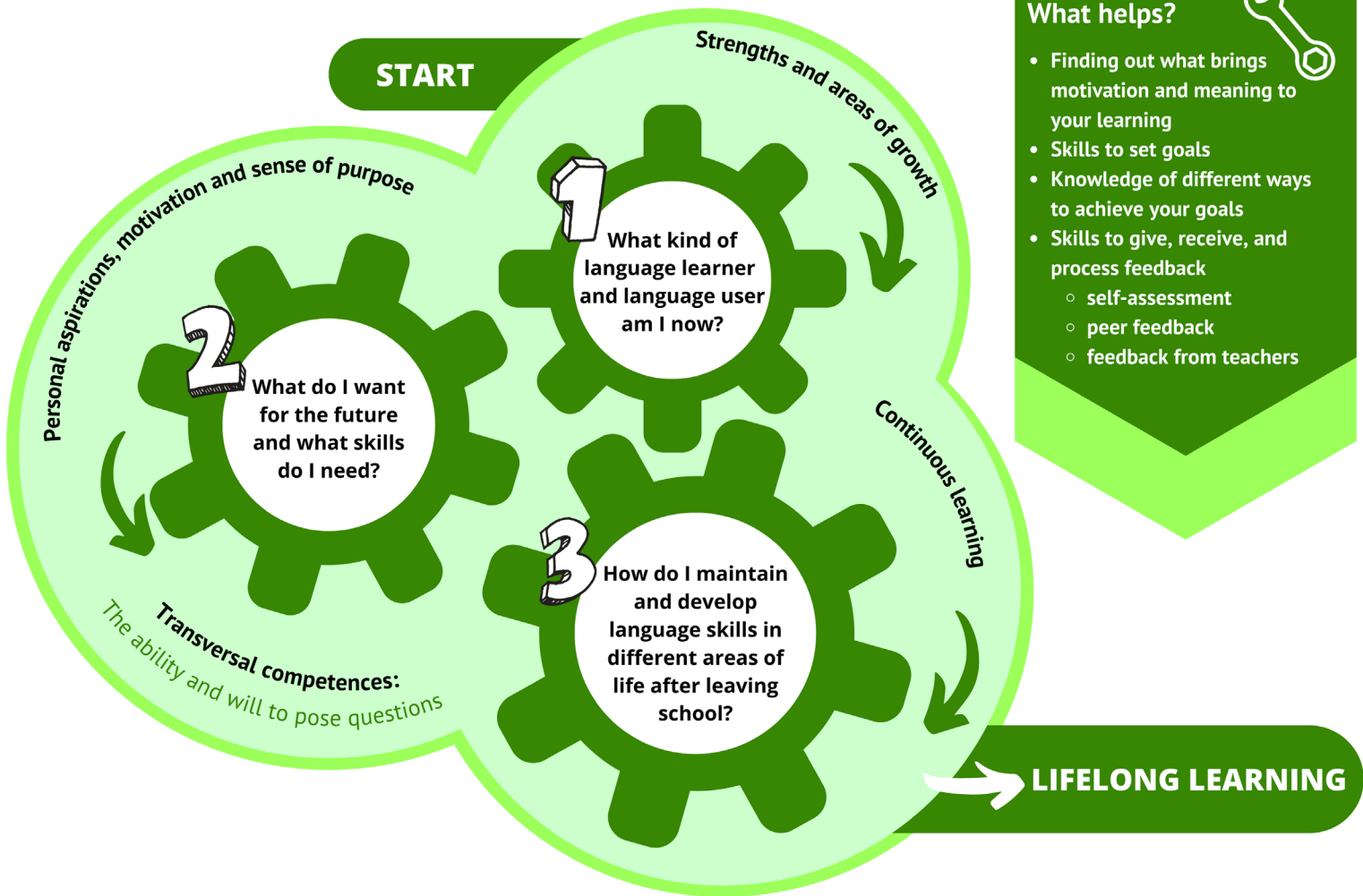
Rhetoric and responsible involvement in society

Language learning skills

In this section, the aim is

- to learn to identify your strengths and areas of growth as a language learner;
- to learn to set objectives for yourself and to assess your learning;
- to understand the importance of feedback and assessment in learning;
- to find the best ways for you to learn languages;
- to understand how language learning outside school supports learning and how to make the most of it, and;
- to reflect on the possibilities for language learning after general upper secondary school.

In this section the aim is to reflect on and develop your language learning skills. How and where do you learn best? What is self-assessment and why is it a useful skill to learn? How can you utilise your language skills in learning something new?



What helps?



- Finding out what brings motivation and meaning to your learning
- Skills to set goals
- Knowledge of different ways to achieve your goals
- Skills to give, receive, and process feedback
 - self-assessment
 - peer feedback
 - feedback from teachers

Language learning skills and strategies

Language learning skills refer to both concrete ways of learning a language, such as memorising or listening to music in the target language, and to an understanding of contexts or places in which you learn best. The latter refers, for example, to listening to music to improve concentration or to a preference to work in groups instead of individual work to discuss difficult issues.

Language learning skills also include the skills to assess your learning, to improve your study skills further, and to set goals for your learning. It is also important to learn how to give and receive feedback as well as how to assess the feedback you receive.

Also important in learning is finding the motivation to learn as well as ways of learning that suit you best. It is important to get feedback on your learning and skills for three reasons: to better understand what you know now, where you could improve, and what you could strive for in the future. Motivation can be intrinsic and arise from the inside or it can be linked to specific goals.

Tasks:

33 Motivation and means of learning

34 The benefits of plurilingualism

Self- and peer-assessment

Self-assessment is done to monitor and assess learning to help you identify your strengths and areas of growth as a language learner. By assessing your learning, you can find new ways of learning that enhance your learning and motivate you. Self-assessment also provides you with a deeper understanding of which learning strategies have worked well for you in the past and which could be applied when learning new skills.

Peer-assessment not only provides a new perspective for your learning, it also helps you develop your teamwork skills and skills in supporting others in their learning.

Self- and peer-assessment also help you set goals for developing your language proficiency.

Tasks:

35

My strengths and areas of growth as a language learner

36

Development and goals

Giving and receiving feedback

An important part of learning to learn is learning to give, receive, and process feedback. Feedback helps you to understand your own strengths and areas of growth, and to learn to identify and describe your skills. Reviewing feedback provides a good basis for reflection on what learning objectives you could set for yourself and methods for achieving them.

What is good feedback?

Feedback should be clear, constructive and encouraging. The starting point for giving feedback is what someone *can do*. Feedback can also be given at different levels: it can be holistic and focus on a broader issue such as the structure of a text, how well a presentation communicates, or how fluent someone's speech is. Feedback can also relate to smaller details, such as the intelligibility of pronunciation or the appropriateness of word choices in a given register.

Tasks:

37 Giving and receiving feedback

38 Receiving and processing feedback

Setting goals and monitoring your progress

An school you learn to organize and plan your own learning, as well as to set goals for your learning. Planning your studies will help you get a clearer understanding of your workload and to schedule your studies accordingly – moreover, to set goals that are realistic and do not overload you. Monitoring your progress will also help you optimise your learning: in which areas are you content with your skills and which areas still require time for growth?

Goals can be set for different time frames, for example, according to your proficiency level. Consider, for example, whether it would be more reasonable to set goals for the next period instead of the end of general upper secondary school. In contrast, in some instances it is more sensible to reflect on the language needs of possible summer jobs, further studies, or the world of work.

Evaluating whether you have managed to meet your goals presents you with the opportunity to critically reflect on your language learning strategies. From time to time it is useful to reflect on what works and what doesn't, and to even consider whether your goals have changed along the way.

Tasks:

17

Setting goals for language skills (1/2)

39

Setting goals for language skills (2/2)

40

My motivation to learn languages

Making the most of multilingualism

When you start learning a new language, you don't start from scratch. Knowledge of different languages can be made use of when learning new languages and when developing existing skills. For example, you already have knowledge of how different kinds of text work, versatile communication skills, as well as knowledge of vocabulary, structures, and communication strategies in other languages. All this is useful when learning a new language. For example, English can be helpful in learning German because of the similarities between that specific set of languages.

Tasks:

- 41** Plurilingualism in language learning
- 42** Using your first language in language learning

Lifelong language learning

After general upper secondary school, developing language skills continues in your free time, further studies, and the world of work. This sub-section focuses on ways of developing language proficiency in different areas of life after general upper secondary school.

Developing language skills outside of school

In addition to learning at school, it is useful to consider how and where you learn languages in your free time. For example, especially English plays an important role in media and popular culture, which both supports learning English as well as increases motivation to learn it at school. In the same way, you can look for material in other languages that you know. Hobbies can also be a way of learning to learn, that is, they can help you to find new ways of learning that suit you best.

It is not always clear where you can use your language skills in your free time. It may also seem that there are few opportunities to use different languages in your everyday life or that the opportunities you do recognise do not match your interests. Seeking opportunities to use and learn languages in your everyday life maintains and develops your language skills, your skills in learning new things, and your sense of self-efficacy as a language user.

Tasks:

43

Language and culture outside school

44

Maintaining language proficiency

Developing language skills in further studies and the world of work

A wide range of language skills are needed for the world of work and further studies. Languages are used in different situations and for different purposes (e.g., to break the ice, for everyday interaction at the workplace, in presentations) and require different levels of proficiency (e.g., brief conversations or extensive written reports). In addition to needs regarding skills in various languages, broader communication skills, such as negotiation and interaction skills, are also of great importance in any aspect of life.

Tasks:

- 45** Language skills for the future
- 46** Language skills in the world of work

3. FOR TEACHERS


Each student compiles a language profile as a part of their general upper secondary school studies. The language profile is a tool students can use to display and monitor the development of their language skills and language learning skills.

Students compile their language profile at the beginning of their studies. They can revisit their reflections and reassess their skills during the course of their studies, and are obligated to do so in their second year. Students may also compile a language CV as part of their language profile. A language CV is a summary of the student's skills in different languages and their international competence.

This learning material is designed to address the student, so the assignments can be used as they are. They can also be modified or further developed.

The aim of the language profile is to

- strengthen the student's understanding of their language skills, strengths, and areas of growth
- strengthen the student's ability to identify and describe their language skills
- develop the student's self- and peer-assessment skills
- support lifelong learning and personal development.



The implementation and content of the language profile is decided locally. This material can be made use of in the design and implementation of the local language profile.

What should the Language Profile include?

Students are guided to

1. Compile a description of their skills in each language

In the description, the student

- assesses their skills in different languages;
- sets goals for their learning;
- considers ways to achieve the set goals.

2. Reflect on and describe their language learning skills

In this part, students may take into account, for example,

- their strengths and areas of growth;
- insights into what might increase their motivation and sense of purpose;
- reflect on their self-assessment skills and how they process feedback.

3. Reflect on and specify where and for what purposes language skills can be utilised

In this part, students may take into consideration, for example,

- future studies;
- job opportunities;
- free time and hobbies;
- international opportunities.

4. Tasks

1

A letter to your future self

Write a letter to your future self at the beginning of your studies. What sort of expectations do you have for yourself during general upper secondary school? What sort of goals could you set for yourself? How will you benefit from your language skills during your studies and after general upper secondary school? Include the following in your letter:

Describe your language skills and the contexts in which you use them

- First, list your home languages and the languages you have learned in and outside of school.
- In your letter, describe the following
 - Which languages do you have knowledge of? Be sure to also describe your knowledge of your home languages and their dialects.
 - In which situations and with whom do you use each language?
 - Think also in more general terms. For example, in which languages do you like to read or listen to music?

Describe your learning strategies and experiences with language learning

- What kind of language learner are you? Describe how and where you learn languages best.

Keep the letter you wrote, as you will return to it at the end of your studies.



2

My language repertoire

List

1. All the languages and dialects you use with your family or relatives.
2. The languages you studied at school. Remember to mention any language clubs, shorter introductory courses and language showers you have attended, including those in pre-school, basic education, and general upper secondary school. What was the language of instruction at your school?
3. The languages you hear and make use of in your hobbies and free time. For example, what languages do your friends have knowledge of?
4. Other languages in your life and the languages of your community. What languages are spoken in your school? Take into consideration dialects and registers*, as well.
5. Finally, your aspirations: In which languages would you like enhance your skills in? Which languages would you like to start from scratch? What would you like to be able to do in different languages?

*Final question: what have you learned about dialects and registers in your Mother tongue and literature or Finnish or Swedish as a second language lessons?

3

Using languages in different contexts



Take out the inventory you made of your language skills in the task called “My language repertoire” .

Discuss in pairs:

1. Where (e.g., at school, at home, in your free time) and with whom do you use different languages?
2. Do you use languages in different ways at school and at home?

For teachers: This task can be used as a demonstration of oral proficiency, compiled for the purposes of the oral language proficiency certificate, in module 1, in pairs or individually.

4

Language in social media

In this task you will reflect on how you use language in different situations and for different purposes.

1. Using less than 50 words, describe how you use language in social media. Remember that emoticons, memes, pictures, videos, and voice messages are also ways of using language.
2. Describe briefly how your language use may vary depending on whether you are speaking with your friends or your family. You can start by thinking about whether you have noticed any differences in your use of emoticons or more casual language depending on your audience.

5

Adapting language (1/2)

Have you noticed that you adapt the language you use depending on the person with whom you are speaking? How? You can start by thinking about how you would speak to relatives younger than you, how you would explain something IT-related to an older person, or how you would speak to a potential employer at a job interview.

6

Language awareness in everyday life



(This task can also be done in pairs or groups.)

Have you noticed that different languages play different roles in your everyday life? Does your community—friends, family, neighbourhood, school, hobbies—encourage or discourage you to use different languages?

Is it generally acceptable to mix and switch between several different languages in your everyday life? If your answer is dependent on the context or the person you are talking to, how and why do they differ?

7

Language awareness and obscure jargon



1. Take a look at the policy brief on clear language by the Institute for the Languages of Finland:

[Clear language is inclusive and prevents exclusion](#)



2. Find a text in any language.
3. Discuss your texts in groups and reflect on how you would simplify and clarify the language used in the article.
4. Compare how each of you would have simplified the text. Did you have similar suggestions? How were they different?

8

Language awareness and subject-specific language use



In this task you will reflect on the languages used in the instruction of different subjects.

1. Consider the language of two different subjects that are not languages (such as P.E., music, and visual arts). In what ways is language different in the instruction of the subjects you chose?
2. How do the skills you mention relate to the language you learn in language classes?

This task can also be completed in pairs or in groups.

9

Languages of everyday life

1. Do you use several languages in your daily life? How?
2. How could you use your knowledge of different languages to make sense of a new language?
3. Do you borrow words from different languages when you can't remember a word in another language? Give examples.

10

Making the most of rudimentary language skills



Discuss in pairs or groups.

1. Have you ever been in a situation where basic knowledge of a language was useful? What happened and how did the situation progress? What language or other help did you end up using?
2. Come up with a situation where you meet with your pair for the first time, using a language or languages other than your first language. Play it out.

11

Adapting language (2/2)

1. Have a discussion with your family, relatives, or peers about the different dialects and languages you speak. Do you know people who change their way of speaking depending on the person they are speaking with? Have you noticed you yourself adapting your way of speaking when speaking with different people? You can consider, for example, how you make use of dialects, profanities, or memes in your speech.
2. Are there linguistic or cultural differences within your family, relatives, or social circle? Are there linguistic or cultural phenomena that either you or others need to explain to one another; or vice versa, phenomena that need to be explained to you? You can start by thinking about, for example, Internet culture or phenomena relating to a particular period in time.

For teachers: This task can also be used in Mother tongue and literature or Finnish/Swedish as a second language lessons.

12

Plurilingualism on video

1. Find a video in which different languages are used at the same time. Are there marked differences between the situations in which different languages are used?
2. In what situations do you yourself mix and combine different languages?
3. Make a short video of yourself using a variety of languages.

13

Multilingualism in different contexts

1. Have there been situations in your life when you have been asked to or pressured to stick to only one language? Describe some of those instances.
2. In which situations are you comfortable using several languages simultaneously?

14

Describing language skills (1/2)

Take out the inventory you made of your language skills in task "2. My language repertoire".

Think about what you can do and in which contexts you can use the languages you listed. If you find it difficult to get started, try to think of situations where you usually cope well with the languages you listed.

Try to avoid overly general descriptions, such as "I speak Swedish well and French satisfactorily". Instead, aim to give concrete examples of what you can do with the languages you have knowledge of.

15

Describing language skills (2/2)

Take out the inventory you made of your language skills in task "2. My language repertoire". Familiarize yourself with the table below.

1. For each language you have knowledge of, fill in a verbal description of your skills in the table below.
2. Fill in your proficiency level in each language according to the Evolving Language Proficiency Scale (in Finnish, see [ePerusteet](#)).
3. Set yourself some goals: what skills would you like to improve?
4. Complete the table as you progress in general upper secondary school and add links to demonstrations of your skills in each language. At the end of your studies, place the last column in your Language CV.

You can download this table from kieliprofilili.com or create your own.

Language	1st year	2nd year	3rd year	3rd year spring <i>Add this column to your Language CV!</i>
Home language(s)	Insert here a description of your skills (verbal and CEFR level. Insert a goal, as well: What skills would you like to improve?			Verbal description Proficiency level
School languages				
A language				
B language				
<i>Insert additional languages</i>				

16

Language skills for the future

1. List three professions that interest you.
2. Find out what sort of education and training is required for the professions you have listed.
3. Check websites of higher education institutions to see what sort of language proficiency is required or valued in the admission process.
4. Find out what language skills you will need in the world of work. Reflect on language skills beyond individual languages: what types of texts or communicative contexts (such as multilingual working environments or written official language) will you come across in education and in the world of work? What skills are particularly needed?

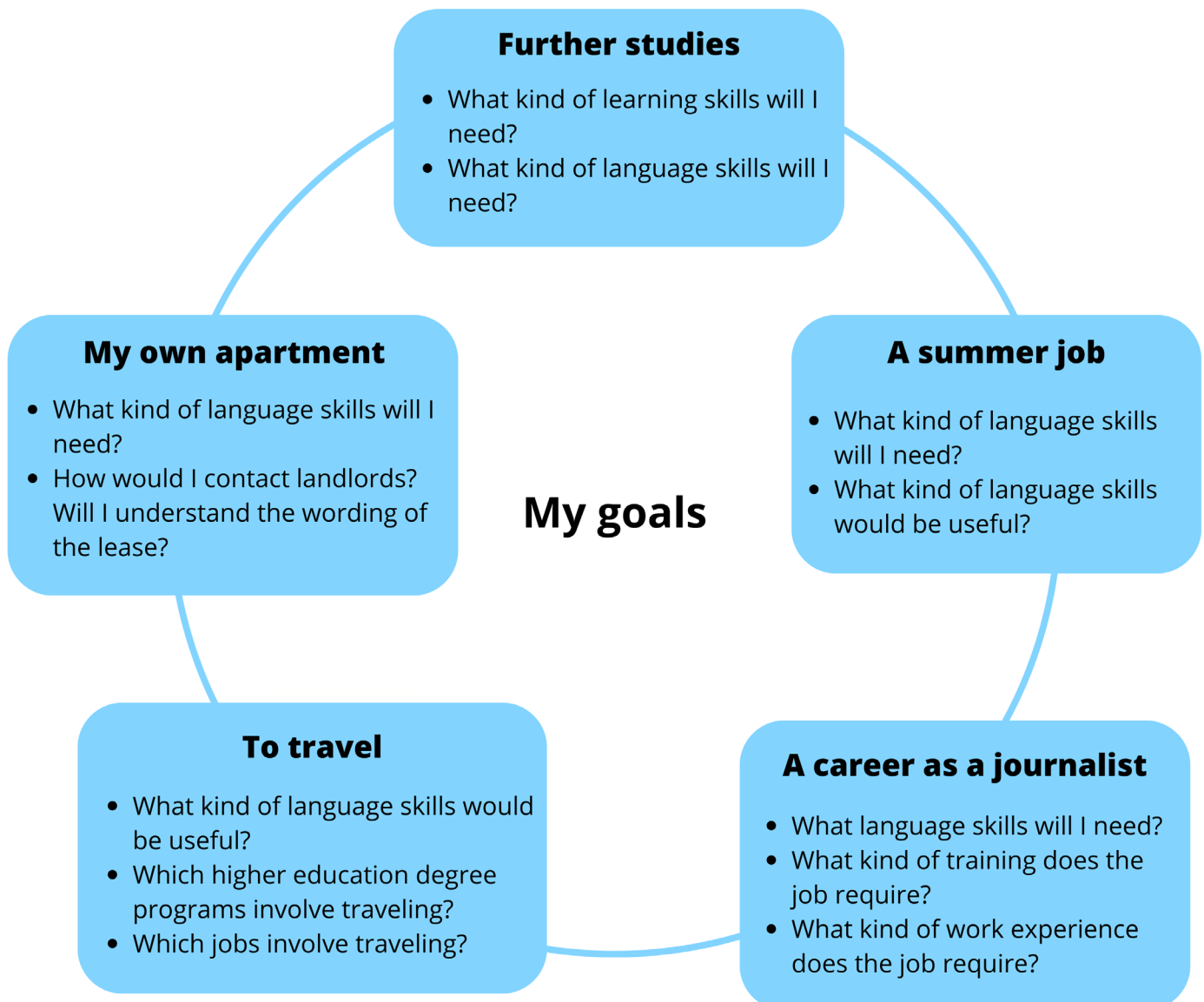
The table below includes examples of different professions and training courses. Fill in the table according to your own ideas and plans.

Profession	Education	Language requirements in higher education (language and proficiency level)	Language requirements in the world of work
Commercial	Bachelor of Business Administration	National languages, English (B2) + one other foreign language	<i>Description of required language skills, such as text types (reports etc.) or communication contexts (customer service etc.)</i>
Tourism	Bachelor's / Master's degree in Hospitality Management, Tourism		
Translation	Language major		

Setting goals for language skills (1/2)

Draw a mind map linking your goals and the language skills required to achieve them. In what sort of contexts and for what purposes will you need language skills? What do you want for the future? What skills do you need?

You can start by drawing a mind map like the one below.



Internationality in further studies and the world of work

Take out the inventory you made of your language skills in the tasks called "2. My language repertoire" and "23. My cultural competences".

1. Diverse language skills imply stronger interpersonal skills and the ability to work with different people. How do your language skills relate to the skills needed in the world of work?
2. Consider how your cultural competence relates to skills needed in the world of work. In what situations and environments have you developed your cultural competences? How could you use your skills in the world of work?
3. Summarise your cultural competences in a few sentences. You can place the summary you wrote in the "International competence" section of your Language CV.

Multilingual video application

Find a job vacancy online and prepare a mock video application in which you present yourself and your skills in several languages. Start the video in the language the job advertisement is written in. Remember to also mention your home language(s) and your cultural competences.

For teachers: The task can be used as a demonstration of oral proficiency, compiled for the purposes of the oral language proficiency certificate, or in the module covering the world of work and studying, in pairs or individually.

Introduction to language, culture, and internationalisation



This task can be done individually, in pairs, or in groups.

1. How do you understand internationalisation? What differences do you see between
 - international — global
 - international issues — global issues
 - international competence — global competence
2. In which subjects have you studied global education or global citizenship? Are the terms new or familiar? What kind of knowledge do you have that relates to global competence? How does that knowledge relate to language skills? What subjects other than languages is global competence related to?

Diverse language skills as an asset



Having knowledge of several languages may have a positive effect on your opportunities for internationalisation in the world of work, at school, in your local community, or globally. Discuss in pairs how having diverse language skills plays to your advantage

- when an exchange student visits your classroom
- in international school projects
- in hobbies or other free time activities when you have to give advice to someone who does not speak your first language. What other skills are needed besides language skills?

Discuss in pairs what global citizenship skills you have and how you could describe them.

Perspectives on mobility



In pairs, reflect on the following questions

1. In what ways could you benefit from a student exchange programme?
2. What knowledge could you gain and what skills could you develop?
What steps would you need to take to apply for an exchange or virtual exchange programme?
3. How could you gain international competence without going abroad?
4. Finally, think about the cultural knowledge that travelling can generate. For example, what kind of image of Finnishness do you get from travelling to different parts of Finland? Does it correspond to your own perception of Finnishness? In turn, what sort of image does tourism give you when travelling abroad?

My cultural competences

For comparison, take a look at the inventory you made of your language skills in task “2. My language repertoire”.

1. What cultures are you familiar with? Which cultures do you identify with?
2. What do the cultures you have listed have in common?
3. Name and describe some customs, culinary traditions, or other prominent features of these cultures.
4. In terms of cultural appropriateness, what features of communication do you associate with the cultures you listed? Consider, for example, the use of form of address, gestures, and physical proximity in interaction.
5. What social features might be associated with them? Consider, for example, the importance of family and kinship, or the use of gendered language.
6. What values could be associated with the cultures you listed (e.g., equality and equity in the Nordic countries, the pursuit of happiness and entrepreneurship in the United States)?
7. Once all the members of your group have gone over the questions above, continue the discussion in groups. What was similar? What was different?

Exploring family trees

Reflect on your own linguistic and cultural background by making a family tree. How does diversity show in your family and relatives?

My language and culture



Reflect on the following questions individually, in small groups, or with your whole class:

1. What do your home languages mean to you? You can start by thinking about yours and others' right to use their home language(s) in their daily lives.
2. A community or culture may stem from, for example, a group of friends or a group of people with similar interests. Which culture or cultures do you identify with? Reflect on culture in terms of which communities define the way you are or influence the way you perceive the world.
3. Can any of the above have an impact on your well-being? How?

Language and culture in interaction

How easily do you notice differences in ways of interacting that result from differences in speakers' linguistic or cultural backgrounds? In what sort of contexts do differences arise? How do you react to the differences you notice?

Multilingualism

Imagine a meeting or a situation that you could attend involving people who do not speak Finnish. In which language would you communicate? Would you use more than one language? Would you use a means other than language to communicate?

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Internationalisation at home

“Internationalisation at home” refers to the diversity of languages and cultures in your surroundings and everyday life and all the diverse communities to which you belong. In general upper secondary school, it may also include, for example, international visits or projects carried out in the school, in your hometown, or through virtual technology.

What kind of internationalisation can you find in your everyday life, for example, in social media or hobbies?

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Mediation as language use



Familiarise yourself with the aspects of mediation shown in the picture on the next page.

Discuss in pairs:

How do you make use of mediation when you speak

- to someone in your first language (when you have a common first language)?
- to someone in your first language (when you are speaking to someone for whom your first language is a foreign language)?
- in a language that is foreign to you, but which is a first language to the person you are speaking to?
- a language that is foreign to you and to the person you are speaking with?

How can I facilitate understanding?

MEANS OF MEDIATION

I can

- adapt the language I use to make it more understandable;
- use pictures to support my explanations;
- present complex information in stages and in smaller chunks;
- tell more about what I'm explaining and further elaborate;
- relate the new piece of information I'm explaining to what is already known.

How can I promote discussion where everyone is heard and included?

MEDIATION IN INTERACTION

I can

- help resolve disagreements and sensitive situations;
- facilitate discussion so that everyone has a chance to participate;
- help mutual understanding by anticipating, interpreting and explaining participants' turns;
- support discussion by anticipating, interpreting and explaining the linguistic and cultural features that each speaker brings to the situation;
- create an atmosphere where everyone feels comfortable participating in, encourage others to join in, and promote equal discussion.

What does mediation include?

MEDIATION AS CONVEYING AND CREATING KNOWLEDGE

When I explain to others what I have read, heard, etc.

- translating (between languages and within one, e.g., from one text genre to another);
- understanding and processing texts (e.g., compiling summaries);
- explaining numerical data (e.g., interpreting and explaining statistics to others);
- conveying detailed or specific information.

When I create new information:

- independent creative work and communicating it to others (e.g., essays, presentations);
- creative work with others (group work and debriefing).

Plurilingual and pluricultural competence



The Common European Framework of Reference for Languages (CEFR) divides plurilingual and pluricultural competence into three distinct domains:

- using pluricultural competences in interaction
- using plurilingualism for comprehension
- using plurilingual competences in multilingual interaction.



[Link to the Companion Volume](#)

The picture on the previous page describes in more detail the types of competences associated with each of these areas. The table is based on the Companion Volume of the CEFR.

Look at the table in pairs or small groups. You can also print the image from the previous page.

1. Can you identify the skills described in the table above?
2. Do you yourself take these into account in your daily life?

International and multicultural NGOs



This task can be done individually, in pairs, or in groups.

Ethical internationalisation and human rights go hand in hand. One way to promote international and ethical conduct is to work with different third sector organisations. By getting involved in, for example, community organisations or non-governmental organisations (NGOs), you can gain work experience that can prove useful when finding your own direction in life.

1. Find out more about different organisations operating in Finland and abroad.
2. Think about your values and what is important to you. What are the issues that you would like to make an impact on? What type of organisation would you like to be involved in? You can also take a critical look at how organisations operate.
3. Consider whether any of the organisations you got to know spiked your interest. Would you like to take part in the organisation? In what role would your skills be useful or what would you like to learn by getting involved?

If you are working in pairs, discuss some of the ideas that came up and introduce to each other the organisations you chose.

Rhetoric and responsible involvement in society

Subvertising, or creating parodies of advertisements (that resemble genuine ads; “anti-ads”) to make an ironic statement, takes a stand on social problems by using language that aims to influence, for example, consumer attitudes or consumption habits. They often comment on consumerism and the inequalities of world trade. You can find subvertisements, for example, in the subvertisement gallery of Voima Kustannus (in Finnish at voima.fi/vastamainokset/).

1. Go through some anti-ads and choose one for closer examination.
2. What does the anti-ad comment on? What is it about and what sort of perspective does it take on the matter at hand?
3. How does the anti-ad make its point? What kind of language is used?

33

Motivation and methods of learning



Think about how you would respond to the following questions. Then compare your answers in small groups.

1. What kind of things do you get excited about when you have to learn something?
2. How do you motivate yourself to learn and study?
3. What helps you to learn?
4. What kind of working methods suit you best? For example, do you prefer independent work or group and pair work? Do you learn best by reading, taking notes, or by practising and studying with friends?

34

Benefits of plurilingualism



Discuss in pairs:

1. Where (e.g., at school, at home, in your free time) and with whom do you use different languages?
2. Can you use your knowledge of different languages when trying to understand or learn other languages? For example, can you use your skills in English to understand individual words in a text that is in German? How? Describe a couple of situations, where you have made use of your plurilingualism.

My strengths and areas of growth as a language learner



Reflect on your strengths and areas of growth as a language learner. You can also complete the task in pairs or in groups.

My strengths as a language learner

- What aspects of language do you find easy to learn?
- Why do you find it easy to learn certain things? Can you use this information to assess what your strengths are as a language learner?

My areas of growth as a language learner

- What things take the most time and effort to learn?
- Have there been times in your language learning history when you haven't been sure of where you had gone wrong?
- Have there been significant differences between your own and your teacher's assessment of your performance?

Development and goals

You have assessed your skills in identifying your strengths and areas of growth as a language learner. Describe some concrete ways in which you could improve as a language user and where you would particularly like to improve.

For teachers: This task can be used as a demonstration of oral proficiency, compiled for the purposes of the oral language proficiency certificate, in module 6. The task can also be completed as an essay.

Giving and receiving feedback



Pick an assignment you have completed in class, such as an essay or a spoken assignment. Share it with your partner.

1. Give your partner feedback on their performance. Reflect on the following
 - What was particularly good about the performance?
 - What would you do to improve the performance, if it were up to you?
 - What advice could you give to your partner to improve their performance? Where could they look for help? Consider, for example, learning materials, Youtube channels, etc.
2. Reflect on the feedback you gave each other
 - How could you make concrete use of the advice given by your partner? Write down two concrete ways.
 - Did you learn anything new?
 - How did you feel about getting feedback? How did you respond? Can you make use of the feedback you received in your future studies?

Receiving and processing feedback

Pick an assignment you have completed in class, such as an essay.

1. What kind of feedback did you receive (e.g., on structure, fluency, spelling,...)?
2. Did you understand the feedback you received?
3. Did you feel that the feedback you received was
 - relevant?
 - fair?
4. Did the feedback you received help you understand
 - what skills you could still improve?
 - what you could focus more on in the future?
 - how you could improve your skills?

This task can be completed as part of a process writing exercise.

Setting goals for language skills (2/2)

Think about what you would like to achieve in your language studies in general upper secondary school. You can start by going over the letter you wrote for your future self in task 1.

1. How would you like to improve in different languages? What would you like to know and be able to do by the time you graduate? What are your aims when it comes to language proficiency?

- Goal 1:
- Goal 2:
- (You can list as many goals as feels appropriate.)

Achieving these objectives requires planning. What steps do you need to take to achieve your goals? Concrete steps are easier to think about when you break your goals down into smaller steps.

2. Try to break your goals down into smaller chunks. For example, if you would like to speak a language more fluently, consider what components of speech make a speaker seem more fluent.

- Goal 1:
- Goal 2:
- (You can list as many goals as feels appropriate.)

3. Finally, think about the steps you could take to achieve your goal. What would you need to learn and how could you practice those skills? Keep in mind that you can also improve your language skills in your free time and hobbies.

My motivation to learn languages

Watch this video from the British Council: [How to stay motivated when learning a language](#):



1. Which languages would you like to be more fluent in?
2. In your opinion, how does having realistic goals and monitoring your learning help you maintain your motivation to learn languages?
3. How can you make language learning more motivating for yourself?

Plurilingualism in language learning



1. Individually or in pairs, reflect on similarities between some of the languages you know. You can start by thinking about aspects such as vocabulary, language structures, communication styles, and cultures. What similarities can you identify?
2. Do you take advantage of the similarities between the languages you know to learn them better? In what ways?

Using your first language in learning



Reflect on the following questions individually or in pairs.

1. How do you use your knowledge of your first language(s) (L1) to learn a new language?
2. How do you use the skills you develop in L1 classes to learn other languages? Think about skills such as presentation skills, interaction skills, and the ability to structure and bring coherence to a text.

Language and culture outside school

1. What things do you do outside school that relate to languages or cultures? Could you make use of the skills you learn outside school also in your studies at school?
2. Do you have any out-of-school interests that involve languages and cultures but where language learning is not the main focus of learning? These include free time activities such as video games, sports, and art projects.

Maintaining language proficiency

1. How can you maintain your skills in the languages you have already acquired?
2. What could you do to improve your language skills, either by expanding your existing knowledge of languages or by learning new languages?

Try to think about your answers in terms of concrete situations (where you might need diverse language skills) and concrete features of language. For example, if you wanted to learn vocabulary, what kind of vocabulary would you need and in what situations would you use it?

Language skills in the world of work

Read the abstract of the final report of a study conducted at the Turku School of Economics, [The Language Need Research Paper](#), pp. 4–5.



The report looks into the language needs that someone with an MBA (Master of Business Administration) degree might need in the world of work.

1. Start by making a list of possible jobs where you could imagine working after general upper secondary school.
2. Think about the language skills required for the jobs you have mentioned. You can use the report to support your reflections.
3. Next, consider how language skills could be developed while working in the professions you have listed. Do the jobs require skills in, for example, creative use of language, use of precise official language, professional terminology, or scientific vocabulary? What cultural skills are required? Are particular languages more appreciated than others?
4. In what ways might your language skills improve alongside your chosen profession towards a more specific, specialist language?

This task functions well as an introductory task when compiling a Language CV.

5. LANGUAGE CV

The Language CV is a tool students can use to present their language skills and all that is hidden behind grades or has been acquired elsewhere. Use it to describe your language skills in detail and send it out as an attachment of your resume. With your Language CV you can demonstrate not only your language skills, but also your international competence, interest in languages and desire to use languages in further studies and the world of work.

**All your language skills
= The Language CV!**



What is it?

As part of your Language Profile, you can compile a Language CV to make visible your language skills and international competence. The Language CV functions as a reporting tool of the Language Profile: It is a summary of your language skills and international competence in the language profile. Thus, the Language CV offers you the opportunity to demonstrate your language skills more extensively than in a traditional CV when applying for a job or further studies.

What should the Language CV include?

In your Language CV, you should

- assess your knowledge of different languages in accordance with the CEFR

- give a verbal description of your language skills.

For example, you can describe how you use different language outside of school, as well as language skills you have acquired outside of school. You can also add links to samples and certificates in your Language CV, for example, audio files, videos, podcasts or text in the target language.

Maija Meikäläinen

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General

Language skills

English



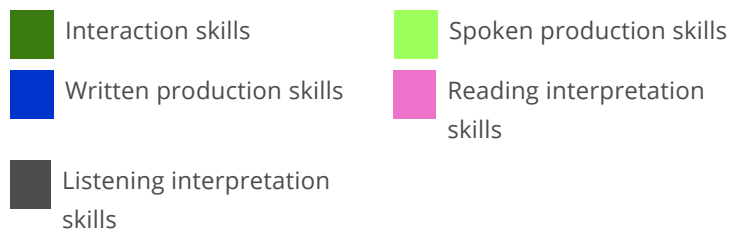
Finnish



Swedish



Selitteet



General

I am a coordinator and poetry enthusiast from Helsinki. I have a degree in Media and Communication studies.

Language skills

Working in an environmental NGO is characterized by simultaneous juggling of numerous projects and events, as well as participation in public debate. My work demands fast-paced internal and external communication, internalizing vast amounts of information with limited time, and producing quality text. As a communications specialist, I have strong communicative skills that I can make use of in different contexts, for different objectives.

International competence

I have developed strong international networks during the course of my studies. In my free time I participate in a literature circle that consists of members from diverse linguistic and cultural backgrounds and focuses on literature from non-western contexts. I lived abroad as a child and completed my education in international schools.

6. Attachments

Model for the Language CV

This model can be downloaded from <https://www.oph.fi/en/language-cv>



Language CV

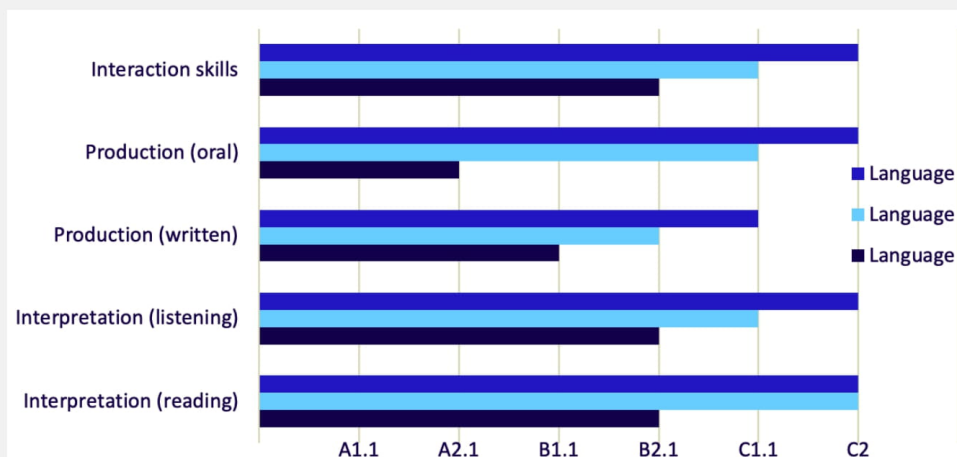
Ellie Example

Profile

Introduce yourself briefly and describe your language skills and international competence in a clear and concise manner. You may, for instance, describe your communication skills and presentation skills in different situations.

Language skills

Add an image of the languages you know. You can download this example from the website.



Next, describe your language skills using the Evolving Language Proficiency Scale. Write down your mother tongue(s), languages learned at school, languages you have learned outside school, and your proficiency in each.

In the highlights you can describe what you are especially good at. Are you especially good at speaking? Do you use some language to a great extent in your free time? You can also describe your interests and motivation to learning languages, or your willingness to use your language skills in your studies or working life.

Language 1

Proficiency, e.g., B1.2.

Highlights

Brief description your skills or your language learning history.

Samples

Links to samples, such as videos, voice recordings, or text samples.

Language 2

Proficiency: ____

Highlights

Brief description your skills or your language learning history.

Samples

Links to samples, such as videos, voice recordings, or text samples.

Add more languages in a similar way!

Evolving Language Proficiency Scale (NCC2019 Attachment 2)

Appendix 2 Evolving Language Proficiency Scale

The Evolving Language Proficiency Scale is a Finnish application of the scales included in the Council of Europe's Common European Framework of Reference for Languages: Learning, Teaching, Assessment.

EVOLVING LANGUAGE PROFICIENCY SCALE					
Proficiency level	Interaction skills			Text interpretation skills	Text production skills
	<i>Interacting in different situations</i>	<i>Using communication strategies</i>	<i>Cultural appropriateness of communication</i>	<i>Text interpretation skills</i>	<i>Text production skills</i>
A1.1 First stage of elementary proficiency	Supported by the communication partner, the student is at times able to cope with a few of the most common and routine communication situations.	The student needs plenty of communication aids (including gestures, drawing, glossaries, the internet). The student is at times able to guess or conclude the meanings of individual words based on the context, his or her general knowledge, or other language proficiency. The student is able to indicate whether he or she has understood.	The student is able to use a few of the most typical polite expressions of the language and the culture (greetings, good-byes, thanking) in some of the most routine social contexts.	The student understands a small number of individual spoken and written words and expressions. The student is familiar with the alphabet or a very limited number of characters.	The student is capable of very limited self-expression through spoken language, using words that have been practised, and standard expressions that have been memorised. The student pronounces comprehensibly some of the expressions he or she has been practising and is able to write some individual words and phrases.

EVOLVING LANGUAGE PROFICIENCY SCALE					
Proficiency level	Interaction skills			Text interpretation skills	Text production skills
	<i>Interacting in different situations</i>	<i>Using communication strategies</i>	<i>Cultural appropriateness of communication</i>	<i>Text interpretation skills</i>	<i>Text production skills</i>
A1.2 Developing elementary proficiency	The student can at times cope with the most common routine communication situations, still mostly relying on the communication partner.	The student relies on the most central vocabulary and expressions in his or her communication. The student needs plenty of communication aids. The student is able to ask the communication partners to repeat what they said or slow down.	The student is able to use a few of the most common expressions of politeness typical of the language in routine social contacts.	The student understands written text and slow speech of a few words' length that has been practised and includes familiar vocabulary and expressions. The student is able to recognise individual facts in a text.	The student is able to describe some familiar topics he or she considers important using a limited resource of expressions and write a few sentences on topics he or she has practised. The student is able to pronounce the majority of expressions he or she has practised in a comprehensible way and has a good command of a very limited basic vocabulary, a few contextual phrases, and elements of basic grammar.

EVOLVING LANGUAGE PROFICIENCY SCALE					
Proficiency level	Interaction skills			Text interpretation skills	Text production skills
	<i>Interacting in different situations</i>	<i>Using communication strategies</i>	<i>Cultural appropriateness of communication</i>	<i>Text interpretation skills</i>	<i>Text production skills</i>
A1.3 Functional elementary proficiency	The student is able to cope with many routine communication situations, occasionally relying on the support of his or her communication partner.	The student participates in communication but continues to need communication aids frequently. The student is able to react by using short verbal expressions, small gestures (such as nodding), sounds, or other kinds of minimal feedback. The student needs to ask for clarification or repetition very frequently.	The student is able to use the most common expressions that are part of respectful language use in many routine social contacts.	The student understands written texts and slow speech that include simple, familiar vocabulary and expressions with the support of the context. The student is able to find the simple information he or she needs in a short text.	The student knows a limited amount of memorised short expressions, key vocabulary, and basic level sentence structures. The student is able to discuss everyday issues important for him or her using a limited resource of expressions, to write simple messages, and to pronounce expressions that have been practised in a comprehensible way.

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A2.1 First stage of basic proficiency	The student is able to exchange thoughts or information in familiar and everyday situations and can occasionally maintain a communication situation.	The student participates increasingly in communication, resorting to non-verbal expressions less often. The student needs to ask for clarification or repetition quite frequently and is somewhat able to apply the expressions used by the communication partner in his or her own communication.	The student is able to cope with short social situations and use the most common polite greetings and terms of address as well as to politely express requests, invitations, proposals, apologies etc. and respond to them.	The student understands texts that contain easy and familiar vocabulary and expressions as well as clear speech. The student understands the core contents of short and simple messages that are of interest to him or her and the main points of a predictable text containing familiar vocabulary. The student is capable of very simple reasoning supported by the context.	The student is able to tell about everyday and concrete topics and those important to him or her using simple sentences and concrete vocabulary. The student masters predictable basic vocabulary and many key structures. The student knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.

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A2.2 Developing basic proficiency	The student is able to cope with many types of everyday communication situations reasonably well and is increasingly capable of taking initiative in communication situations.	The student increasingly participates in communication, using set phrases if necessary when asking for clarification of key words. The student needs to ask for clarification or repetition from time to time. The student uses, for instance, a close concept or a more general concept when he or she does not know a more specific one (dog/ animal or house/cottage).	The student is able to use simple language for the most central purposes, such as the exchange of information and appropriate expression of opinions and attitudes. The student is able to have a polite conversation using common expressions and basic-level communication routines.	The student is able to follow the main points of a clear-cut, non-fiction spoken text very roughly, frequently recognises the topic of the conversation around him or her, and understands the main ideas in a standard language text or slow speech including familiar vocabulary. The student is able to deduce the meanings of unfamiliar words based on the context.	The student is able to list and describe things that are typical for his or her age group and related to daily life using ordinary vocabulary and some idiomatic expressions as well as basic and sometimes slightly more demanding structures. The student knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.

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B1.1 Functional basic proficiency	The student is able to communicate, to participate in discussions, and to express his or her opinions fairly effortlessly in everyday communication situations.	The student is somewhat able to take initiative in different stages of communication and knows how to verify whether the communication partner has understood the message. The student has learned to compensate or replace an unknown word or rephrase his or her message. The student is able to negotiate the meanings of unknown expressions.	The student demonstrates knowledge of the most important rules of politeness. The student is able to take into account some key perspectives related to cultural practices in his or her interaction.	The student understands the main ideas and some details of clear standard language speech delivered almost at the regular tempo, and popularised written text. The student understands speech or written text based on a shared experience or general knowledge. The student is able to find the main ideas, keywords, and important details, also without preparation.	The student is able to explain the key points and also some details of different real-life or fictional topics connected to daily life that interest him or her. The student uses a fairly extensive vocabulary and resource of structures as well as some common phrases and idioms. The student knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.

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B1.2 Fluent basic proficiency	The student is able to participate in communication fairly effortlessly in some more challenging communication situations, such as in providing information about a current event.	The student is able to take initiative and use suitable expressions in interaction situations that deal with familiar topics. The student is able to correct misunderstandings quite easily and to negotiate the meanings of fairly complicated ideas.	The student is able to use language for different purposes in a way that is not too familiar or formal. The student knows the most significant rules of politeness and follows them. The student is able to take into account key perspectives related to cultural practices in his or her interaction.	The student understands spoken language that includes distinct factual information on familiar or fairly common topics and can also manage texts that require some inference. The student understands the main points and most important details of a wider formal or informal discussion around him or her.	The student is able to describe ordinary, concrete topics using description, analysis, and comparisons. The student is able to express himself or herself relatively effortlessly and to write personal and also more public messages and to express his or her thoughts on some fictional topics. The student uses a reasonably extensive vocabulary and common idioms as well as versatile structures and even complicated sentences. The student masters the basic rules of pronunciation also in expressions that have not been practised.

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B2.1 First stage of independent proficiency	The student is able to communicate fluently also in some communication situations that are new to him or her, in which the language used is sometimes conceptual but yet clear.	The student is able to express his or her opinion and sometimes use standard phrases, such as “That is a difficult question”, to gain some time. The student is also able to negotiate the meanings of complex issues and concepts. The student is able to monitor his or her understanding and communication and correct himself or herself.	The student strives to express his or her thoughts appropriately and respectfully for the communication partner, taking the requirements set by different situations into account.	The student understands speech or written text that is factually and linguistically complex. The student is able to follow a long speech and complicated argumentation and to express the main ideas of what he or she has heard. The student understands a large share of a discussion around him or her. The student understands many types of written texts that may also deal with abstract subjects and which contain facts, attitudes, and opinions.	The student is able to express himself or herself relatively clearly and accurately on many issues within his or her sphere of experience using versatile structures and rather extensive vocabulary that also includes idiomatic and conceptual expressions. The student is also able to participate in rather formal discussions and masters a relatively large vocabulary and even demanding sentence structures. The student’s pronunciation is clear, the main stress in a word is on the correct syllable, and his or her speech contains some intonation patterns typical for the target language.

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B2.2 Functional independent proficiency	<p>The student is able to use the language in many types of communication situations requiring versatile language use, also in situations that are new to him or her.</p>	<p>The student strives to give feedback, to contribute complementary points of view, or to state conclusions. The student is able to promote smooth communication and, when necessary, to use paraphrastic expressions and negotiate the meanings of also complex issues and concepts. The student is able to use strategies that support understanding, including picking out the main points and, for example, making notes of what he or she hears.</p>	<p>The student is able to express his or her thoughts naturally, clearly, and respectfully in both formal and informal situations and to select the mode of language use according to situations and the persons participating in them.</p>	<p>The student understands live or recorded standard language speech that is clearly structured in all types of situations and also understands somewhat unfamiliar forms of language. The student is able to read complex texts produced for different purposes and to summarise their main points. The student is able to recognise attitudes and to evaluate critically what he or she has heard and/or read.</p>	<p>The student is able to express himself or herself confidently, clearly and respectfully. He or she masters extensive linguistic means for expressing all topics, both concrete and conceptual as well as familiar and unfamiliar. The student is able to communicate spontaneously and to write a clear and structured text. The student's pronunciation is very clear, the main stress in a word is on the correct syllable, and his or her speech contains some intonation patterns typical of the target language.</p>

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C1.1 First stage of fluent language proficiency	The student is capable of versatile, fluent and accurate interaction in all types of communication situations.	The student is able to naturally take responsibility for progress in communication. The student is able to rephrase the content he or she wishes to express, to draw back when encountering difficulties, and to skilfully use hints associated with language or the context to make conclusions or to anticipate what is coming next.	The student is able to use the language flexibly and effectively for social purposes as well as for expressing emotional states, making indirect references, and using irony or playfulness.	The student understands in detail also longer presentations on familiar and general topics, even if the speech were not clearly structured and contained idiomatic expressions or changes of register. The student understands in detail complex and conceptual written texts and is able to collate information found in complicated texts.	The student is able to express himself or herself fluently, accurately, and in a structured manner on many types of topics or to deliver a lengthy presentation prepared in advance. The student is able to write well-structured texts on complex topics using a confident personal style. The student has a very extensive resource of linguistic expressions. His or her pronunciation is natural and pleasant to hear. The rhythm of the speech and intonation are typical of the target language.

A resource for compiling a local Language Profile in general upper secondary school