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**COUNCIL FOR CULTURAL COOPERATION**

**EDUCATION COMMITTEE**

*Language policies for a multilingual and multicultural Europe*

**FINAL REPORT**

**A EUROPEAN LANGUAGE PORTFOLIO**

**PILOT PROJECT PHASE 1998 – 2000**

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## FINAL REPORT

### A EUROPEAN LANGUAGE PORTFOLIO PILOT PROJECT PHASE 1998 – 2000

The European Language Portfolio is a personal tool for all Europeans to develop into pluri-lingual and inter-culturally competent Citizens.

The practical potential, feasibility and effects of a European Language Portfolio have been explored during a pilot phase 1998 – 2000 with different learner groups, in 15 member states and 3 ONGs, in a variety of educational settings and under widely differing conditions.

The insights and experience gained during the pilot phase and the products developed are reported in three distinct sections:

- I. Executive summary for opinion leaders and decision makers
- II. Results related to principles, goals and objectives
- III. Summaries of the national and institutional pilot projects

There are three main reasons for this structure:

- A. The wealth of information and their relative value for distinct tasks or interest groups;
- B. The variety in values, traditions and priorities reflected in the pilot projects;
- C. The requirement to make insights and experience gained transparent for the benefit of further development and implementation.

## EXECUTIVE SUMMARY

for opinion leaders and decision makers

### The global view

**Recommendation No. R (82) 18** of the Committee of Ministers to Member States considered:

that the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed;

that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding;

that only through a better knowledge of European modern languages will it be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and co-operation, and overcome prejudice and discrimination.

The Conference “Language learning for a new Europe” in 1991 recognised the enormous changes which have occurred in Europe, the challenges such changes are presenting and the central role of language teaching and learning in facing and overcoming these challenges.

**Recommendation No. R (98) 6** of the Committee of Ministers to Member States

recognising the progress which member states have made since its Recommendation No. R (82) 18 concerning modern languages, whose principles are today more important than ever;

having noted the final report drawn up by the Modern Languages Project Group on its project “Learning for European Citizenship” and the results of the conference entitled “Language learning for a new Europe “

recommends among other measures the development and use by learners of a personal document (European Language Portfolio) to record their qualifications and other significant linguistic and cultural experiences in an internationally transparent manner as part of an effort to extend and diversify language learning at all levels in a lifelong perspective.

### Aims

The aims the European Language Portfolio seeks to promote, reflect those of the Council of Europe itself. These include:

- the deepening of mutual understanding and respect among citizens in Europe;
- the protection and promotion of linguistic and cultural diversity;
- the development of learner responsibility and learner autonomy;
- the promotion of life-long language and inter-cultural learning aiming for competent pluri-lingual and self-confident European Citizens;
- the clear and transparent description of competences and qualifications to facilitate mobility and personal growth.

## **Principles**

All competence is valued, regardless whether gained inside or outside of formal education.

The European Language Portfolio is the property of the learner.

It is based on the Common European Framework of reference.

A set of common principles and guidelines are applicable.

## **The pilot project(s)**

### **RATIONAL**

Implementing a European Language Portfolio widely throughout Europe is a far-reaching decision.

Before such an action can be recommended, the European Language Portfolio has to have withstood practical tests.

Its feasibility, the potential and effectiveness have to be proven beyond any reasonable doubt.

The demand on resources, the effects and the expected pay-off need to be clear.

### **OBJECTIVES**

To gather relevant information on which to base decisions, a number of pilot projects have been conducted with the following main objectives:

- a) to design and evaluate European Language Portfolio models;
- b) to explore methods and procedures favourable for implementation and to clarify resources and conditions needed;
- c) to explore the impact on the quality of the learning and teaching process as well as on the learners and teachers;
- d) to verify the compatibility between common European objectives and national and institutional goals, traditions and requirements;
- e) to clarify the common European core and to identify needs for flexibility and variations;
- f) to test the acceptance of a European Language Portfolio by the learners, teachers, learning institutions, parents and employers;
- g) to test the possible market value and political acceptance;
- h) to lay a base for further development and wide implementation.

### **SCOPE**

Pilot projects have been carried out with different learner groups, in a wide variety of educational settings, under widely differing conditions.

The national and institutional project leaders set the agenda and fixed the methods and procedures for their specific projects. Also the ELP models used in piloting were elaborated on the specific project level.

All pilot projects were based on the Council of Europe documents:

- A European Language Portfolio, Proposals for Development, CC-Lang (97) 1
- Modern Languages: Learning, Teaching, Assessment. A Common European Framework of Reference, CC-Lang (95) rev IV

## NUMBERS OF LEARNERS INVOLVED

COUNTRIES and ONGs participating	JUNIOR AGE 6 - 10+	SEC I AGE 11 - 16	SEC II AGE 15+	Vocational AGE 15+	University AGE 18+	ADULT AGE 16+	TEACHER initial education in-service	TOTAL
A Austria		100	1200					1300
CH Switzerland		1600	1900	2280	1300	450	490	8020
CZ Czech Rep.	399	614						1013
D Germany NRW		1200	150	500				1850
F C France CAEN			720	1310				2030
F S France CIEP	3000							3000
FIN Finland		175	150	35				360
GB UK CILT	600			200				800
H Hungary	50	330	200					580
I Italy UMBRIA	270	600					120	990
IRL Ireland				20	531	60		611
NL Holland	1952	1935	300	300				4487
P Portugal	475	572	800					1847
RU Russia	160	196	648		105		181	1290
S Sweden				90		45		135
SLO Slovenia	177	353			104			634
CE CERCLES					180			180
EA EAQUALS						700		700
ELC European Language Council					1000			1000
ICC Int Cert. Conference								
<b>TOTAL</b>	<b>7083</b>	<b>7675</b>	<b>6068</b>	<b>4735</b>	<b>3220</b>	<b>1255</b>	<b>791</b>	<b>30827</b>

### VARIETY: A KEY ELEMENT IN THE ELP PILOT PROJECTS

Conditions and variables in experimentation and piloting should ideally be controlled tightly to achieve reliable and valid results.

Reflecting the diversity in cultural values, traditions, educational priorities and material conditions the individual pilot projects and hence the project as a whole have been marked by a specific dynamic and a wide variety of interests, philosophies and approaches.

While the ELP has proven itself a valid pedagogic tool under the many different pilot conditions it needs to be noted that positive and negative feedback relates generally to very specific circumstances. Care needs to be taken in generalising and when transferring results to different circumstances.

Such cautious interpretation is also needed when looking at the feedback to the common anchor questions given in this report.

**Feedback structure**

Over the last 24 months the ELP, in a variety of forms, has proven itself a valid and innovative pedagogic tool.

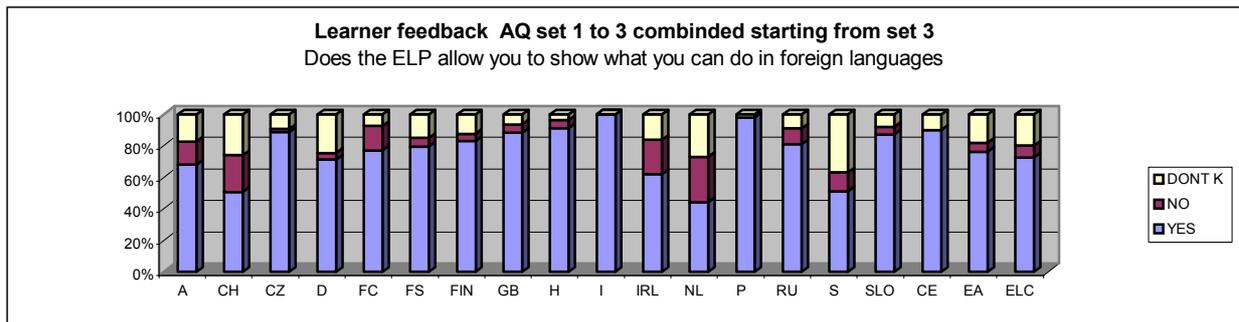
It helped improve both process and outcome of foreign language learning under widely differing pilot conditions.

Some 30000 learners and 1800 teachers used an ELP.

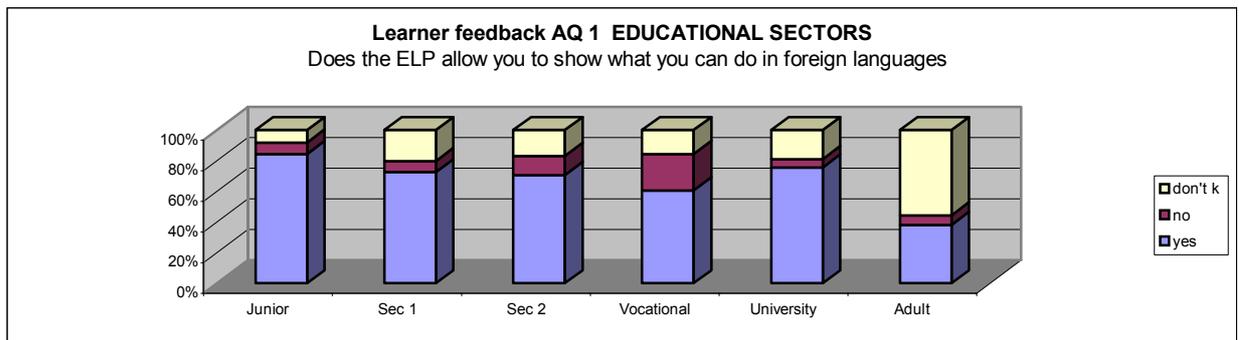
Feedback has in general been positive. See the overviews of the learner and teacher anchor questions (Appendix I a and I b)

There are important variations:

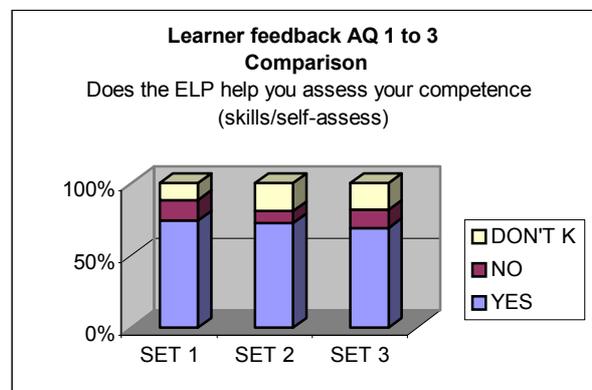
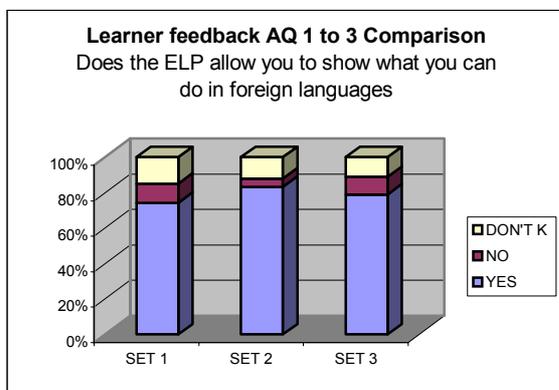
**a) from project to project (includes different ELP models) e.g.**



**b) from educational sector to sector (includes age factor) e.g.**



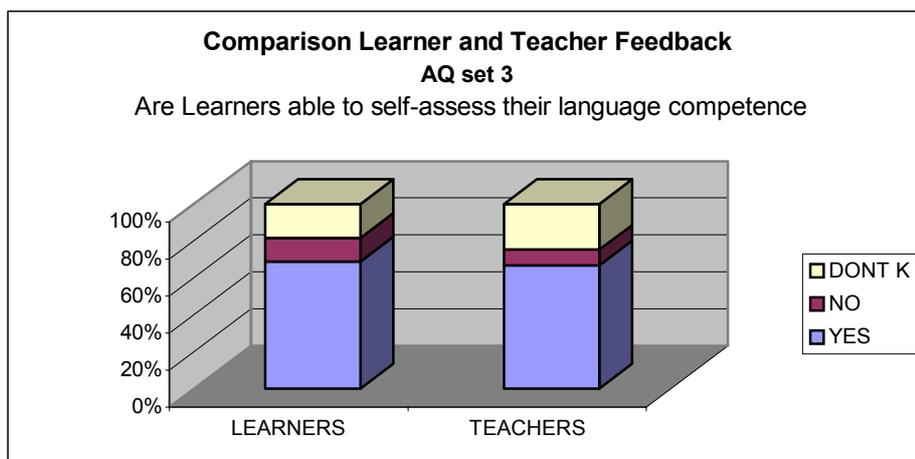
**c) over the project period (might include learning effects) e.g.**



feedback structure

**d) in learner and teacher perception e.g.**

(in some cases views changed considerably over the project period)



**QUANTITATIVE FEEDBACK**

The quantitative feedback gathered through learner, teacher and co-ordinator questionnaires indicates that the ELPs were generally well received and that they worked satisfactorily under pilot conditions.

The ratio of feedback looks low in relation to all learners involved, but at not all participants received questionnaires mainly for technical and time reasons.

Further information and a more specific detailed interpretation is needed to arrive at a relevant picture in particular cases – much as the pulse and blood pressure of a person is only a starting point for a fuller diagnosis.

The quantitative data gathered provides, however, a reasonable base to pinpoint areas for further experimentation, research and development.

**QUALITATIVE FEEDBACK**

Feedback was also gathered

- through structured, formal and informal class and learner observation;
- through structured and unstructured interviews with learners, teachers, parents, administrators, employers and project leaders;
- in teacher and administrator training and co-ordination work shops;
- by asking professionals, learners and teachers to react to open questions.

Here questions and answers could be clarified and put into their context. Hence reasons for positive reactions and for reservations were explained. In this sense this feedback has a qualitative character. It is, however, still very situational, mainly based on impressions and not easy to generalise.

The feedback will be discussed in more detail in section II of this report by looking at results in relation to specific aims, concepts and objectives.

Qualitative feedback deriving from scientifically controlled research in relation to the key issues of the ELP is so far not available.

The pilot phase was too short and the field of experimentation too new. Such research will, however, be needed in the future.

## Feedback summary FEEDBACK ON THE PRODUCT

There is agreement that the ELP basically consists of three parts:

- the Passport: to provide an overview of an individual's competence in different languages at a given point in time;
- the Biography: to facilitate the learner's reflection and involvement in planning the learning process, progress and achievement in and outside of formal education;
- the Dossier: to document and illustrate the personal learning process and achievement as well linguistic and inter-cultural experience gained.

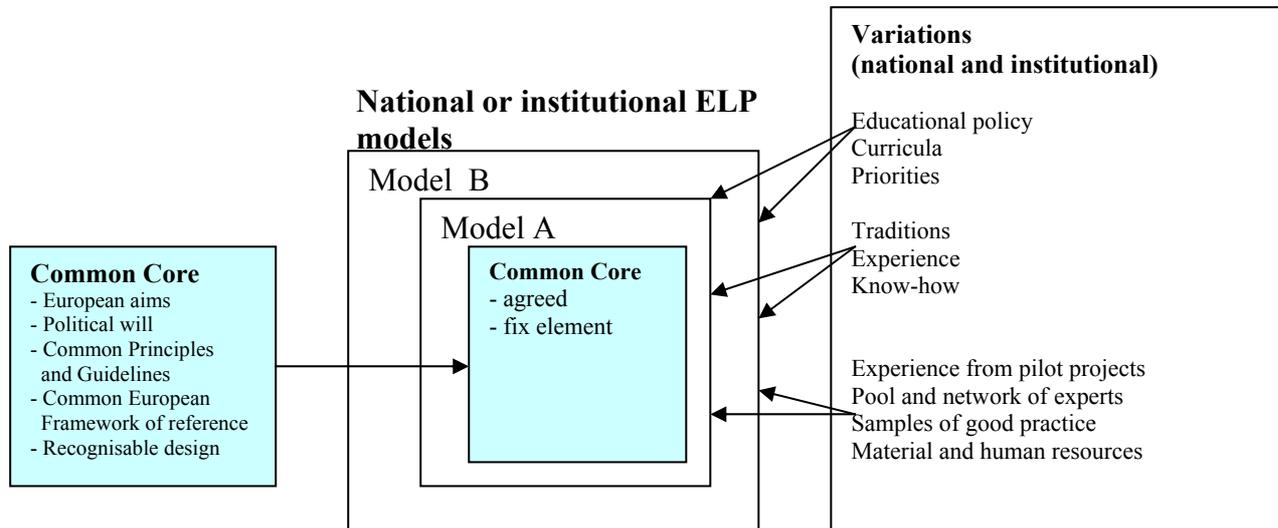
ELP models seem to be better understandable, attractive, user-friendly and manageable provided

- they are adapted to the needs of specific age groups (young learners, early school age, upper school age, higher education, adulthood);
- they are clearly linked to the national or institutional curricula;
- the information and instructions are provided in the learners' language.

A common European core, however, is essential. Learners value the European dimensions of the ELP strongly. Furthermore such a core is a pre-requisite for the international reporting function to become feasible.

While such a common core is a fixed and essential part of any ELP model national or institutional variations are necessary and desirable.

The relationship between common core and variations can be illustrated as follows:



The experience gained during pilot projects motivated some co-ordinators to improve their ELP models and to modify their experimentation. Such changes affected the time frames of their projects. Feedback received is in general based on the old models and arrangements.

## FEEDBACK ON THE FUNCTIONS

### General

Under the pilot conditions the pedagogic potential and functions and of the ELP were more satisfactorily explored than the reporting functions, because:

- the project phase was too short to explore the impact of an ELP over a full individual learning cycle;
- the pilot projects taken together cover all educational sectors but none alone covers a sufficient range to study a range of transfer effects;
- the objectives in most projects related to the pedagogic functions and to the ELP models in regard to the effects on motivation and learning.

In general, the use of the ELP led to reflection by learners and teachers on the reasons for learning languages, the process and how to define success. 68 % of learners felt the time spent on keeping an ELP was time well-spent. 70 % of teachers find the ELP is a useful tool for the learners. 78 % of teachers find the ELP is a useful tool for the teachers.

### Self- assessment

Learner self-assessment is considered an important innovative strategy. Learners find it motivating to self-assess their own competence on the background of a European scheme and level system. 70 % of learners find the ELP helps them to assess their own competence and the same proportion of learners finds it useful to compare the teacher's assessment with their own. 62 % of teachers think their learners are able to self-assess their language competence.

The concept and practice of learner self-assessment, however, triggered also considerable discussions, reflection and in some cases controversy. This seems partly due to the fact that it is an innovative and new approach both for the learners and the teachers and that methods and tools still need to be developed, explored and validated.

It is also the aspect of the ELP which conflicts in parts with traditions and which seems to challenge some of the established ways of measuring and reporting progress and achievement.

In addition there is the suspicion that learners might have a tendency, in high stake situation even an interest, to overstate (or understate) their competence.

While 65 % of teachers reported that they agreed with the self-assessment of their learners only 53 % of learners reported that the teacher agreed with their self-assessment. An interesting difference in perception.

### Reporting

Learners and teachers would like the status of the ELP clarified – how will self-assessment be used in the final evaluation, what is the relationship of the portfolio and traditional exams, will self-assessment be accepted as a valid form of assessment by employers.

Learners and teachers also asked for calibrated and professionally validated evaluation tools, examinations and transparent links to national exams and diplomas – to cross check their own assessment.

### Training need

There is common agreement that both learner and teacher training is vital

- for an effective use of the ELP as a pedagogic and reporting tool;
- to encourage and develop the competence of self-assessment;
- to facilitate and develop learner autonomy.

## **Feedback summary**      FEEDBACK ON ORGANISATIONAL NEEDS

The individual pilot projects differed considerably in size and hence in the way support could be provided and direct influence exercised.

This fact resulted in insights concerning to the large variety of organisational needs individual learners or teachers, classes, schools, regional, national or inter-national educational authorities have.

To exploit the potential of the ELP and for the users to benefit fully a combination of favourable conditions seems desirable:

The ELP has to be attractive and possess face-validity for the different groups of stake-holders.

The ELP makes more sense to the learner the more the document is valued and accepted by teachers, parents, employers etc.

Learners and teachers have to believe in the ELP - the functions and the benefits to be gained in learning and reporting have to be attractive and explicit.

Using an ELP effectively needs reflection, training and time.

During piloting some negative reactions were prompted by perceived or real conflicts of traditions and of objectives and by the experimental character of the ELPs models and project arrangements.

Users want to be sure that the ELP has currency – where it is accepted, by whom and under what circumstances.

Learners expect clear answers from teachers and educational authorities how and how much value learner self-assessment will be given in relation to established forms of marks, exams and diplomas.

Teachers need to know how the ELP, its philosophy and the objectives relate to the traditional curricula, how it should be embedded in the daily work and how much support authorities are willing to provide.

Learners are aware that formal exams will also in future play an important role, particularly in high stake situations.

The participation of national and external examination boards in the pilot projects has been perceived as very valuable by learners and teachers.

The ELP was mainly piloted by volunteers. Feedback seems particularly positive from smaller sized groups where there was strong leadership.

The larger the project, the more complex monitoring arrangements and the weaker the sense of voluntary participation the more misunderstandings and negative reactions occurred.

This statement seems a platitude at first sight but needs to be kept in mind when implementation on a large scale is envisaged.

The pilot projects also showed that innovation in education needs time and commitment.

To succeed the relationship between aspirations and resources has to be positive and the will to sustain an effort over time present.

## Feedback summary

### FEEDBACK IN REGARD TO THE FEASIBILITY

The results of the pilot projects undertaken show that the ELP will under the right conditions fulfil the aims envisaged.

The ELP has also to be seen in the context of the wider needs of society and education.

Some of the pilot projects were affected by external developments due to a shift in policies or priorities. The allocation of resources and/or the power of decisions impacted on the project.

The European character and dimension of the ELP was perceived and highly valued by a large proportion of learners and teachers in the pilot projects.

Three other key elements of the ELP were highly valued as desirable innovations:

- learner self-assessment;
- the development of self-directed learning and learner autonomy in a life-long perspective;
- taking account in a positive way of all learning regardless of whether gained in or outside of formal education.

There is some evidence that the ELP will have a positive effect on learning in general.

The direct costs of the pilot projects have been judged tolerable, but it has to be noted that no strict cost control was exercised – most work has been done by teachers and co-ordinators on a voluntary basis as part of their professional commitment without extra financial compensation.

## Conclusions

The quantitative and qualitative feedback gathered from the different pilot projects seems to be sufficient to draw the following general conclusions:

The ELP as learning tool is feasible from a pedagogic point of view.

The ELP does address key educational issues.

The ELP does foster the declared aims of the Council of Europe.

The ELP as reporting tool still needs to stand its test in the real world and over an extended period. A valid answer can, however, only emerge once the ELP has been implemented on a large scale.

The political feasibility depends on the value decision-making authorities place on the ELP in relation to other demands, priorities or options.

International co-operation in the development and piloting of an ELP was essential and has paid off. Taking together the results and insights from the individual pilot projects provide a substantial base for essential decisions in relation to dissemination and implementation of the ELP.

Wide implementation throughout Europe seems desirable to maintain and promote linguistic and cultural diversity.

The CDCC Education Committee of the Council of Europe considered these questions during their March meeting in Strasbourg and recommend to the Education Ministers to create conditions for a wide implementation of the ELP in the member states, starting in 2001, the year of languages.

## **Outlook**

Since September 2000 when this report was first presented a number of important developments have taken place:

The Standing Conference of the Ministers of Education of the Council of Europe adopted in October 2000 a Resolution on the European Language Portfolio recommending the implementation and wide use of the ELP.

Under the authority of the Education Committee – CC-ED a European Validation Committee responsible for the accreditation of ELP models has been set up.

Principles and Guidelines, document DGIV/EDU/LANG (2000) 33 and Rules on Accreditation of ELP models, document DGIV/EDU/LANG (2000) 26 rev. have been published.

Five ELP models have been validated and accredited up to the end of the year 2000. Further models are in the process of being validated.

Several member states will introduce an ELPs into sections of their educational system in 2001, the European Year of Languages.

A number of member states so far not involved in the project intend to take part in the further development, piloting and dissemination of the ELP.

The pilot group, at its final meeting of the first pilot phase, considered how to respond to the challenges posed by the recommendation to implement and use the ELP widely.

It took stock of what has been achieved and what needs to be done over the next twelve months. Seminar report DGIV/EDU/LANG (2000) 40.

## **Thanks**

The Language Portfolio project group would like to thank all learners, teachers, administrators and everyone else involved in the ELP pilot scheme for a unique and enriching experience.

The task was not easy and conditions often difficult but we feel the results achieved together are so rich and promising that the efforts seemed well worthwhile.

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LEARNER ANCHOR QUESTIONS

Set 1: ideally within a few weeks after the introduction and the first self-assessment		Set 2: towards the end of the school year 98/99		Set 3: towards the end of the pilot project in the first part of the year 2000	
<b>7650 questionnaires returned</b>	yes %	<b>2080 questionnaires returned</b>	yes %	<b>5370 questionnaires returned</b>	yes %
A 1L Does the elp allow you to show what you can do in foreign languages?	74	A 2L <i>Does the elp allow you to show what you can do in foreign languages?</i>	83	A 3L <i>Does the elp allow you to show what you can do in foreign languages?</i>	79
B 1L Does the elp help you understand the learning objectives?	56	B 2L Has the elp helped you to see progress in learning?	68	B 3L <i>Does the elp help you see progress in learning?</i>	69
C 1L Does the elp help you assess your language skills?	74	C 2L Did the elp help you to self-assess your competence?	72	C 3L <i>Does the elp help you assess your competence?</i>	69
D 1L Do you find it useful to compare the teacher's assessment of your language competence with your own assessment?	70	D 2L Did your teacher(s) agree with your self-assessment?	53	D 3L Does the elp stimulate you to participate more fully in the language learning process?	42
E 1L Should building up a elp be part of regular class work?	52	E 2L <i>Should the elp be part of regular class work?</i>	57	E 3L Do you feel the elp puts more responsibility on you as learner?	46
F 1L Do you like having a elp?	71	F 2L <i>Do you like your elp?</i>	78	F 3L Do you like added responsibility for your own learning?	55
		G 2L Has the Portfolio helped you to learn better?	46	G 3L Do you think the time spent on keeping your elp was time well spent?	68
		H 2L What do you like best about your elp?		H 3L Do you think all learners should be encouraged to keep a elp?	55
		H 2L What do you like least about your elp?		I 3L <i>What do you like best about your elp?</i>	
				K 3L <i>What do you like least about your elp?</i>	

ELP final report learner anchor questions 1 to 3

EUROPEAN LANGUAGE PORTFOLIO  
FINAL REPORT 08 00

TEACHER ANCHOR QUESTIONS

Set 1: ideally within a few weeks after the introduction and the first self-assessment		Set 2: towards the end of the school year 98/99		Set 3: towards the end of the pilot project in the first part of the year 2000	
<b>300 questionnaires returned</b>	yes %	<b>200 questionnaires returned</b>	yes %	<b>370 questionnaires returned</b>	yes %
A 1T Is the elp useful in assessing the language competence of your learners?	86	A 2T Does the elp help you involve learners actively in class?	90	A 3T Is the elp useful in assessing the language competence of your learners?	85
B 1T Does the elp help you make the learning objectives clear to your learners?	74	B 2T <i>Does the elp help you make learning objectives clear?</i>	87	B 3T <i>Is the elp useful in clarifying learning objectives with you learners?</i>	76
C 1T Does the elp help you involve your learners actively in the learning process?	68	C 2T Does the elp help you understand your learners potential?	90	C 3T <i>Does the elp help you understand your learners' potential?</i>	62
D 1T Are the learners able to assess themselves with the help of the elp?	67	D 2T Does the elp help develop self-reliant language learners?	86	D 3T <i>Is the elp useful in developing learner autonomy?</i>	75
E 1T Does the elp help develop sensitivity concerning the diversity of Europe?	40	E 2T Are learners able to handle the elp?	85	E 3T <i>Are learners able to handle the elp?</i>	68
F 1T Do other teachers in your school also use a elp?	66	F 2T Are learners able to self-assess their language competence?	76	F 3T <i>Are learners able to self-assess their language competence?</i>	63
		G 2T Did you in general agree with their self-assessment?	82	G 3T <i>Did you in general agree with their self-assessment?</i>	65
		H 2T Did you find it worthwhile to work with the elp?	94	H 3T Do you find the elp is a useful tool for the learners?	70
		I 2T Do your colleagues also use the elp?	63	I 3T Do you find the elp is a useful tool for you as teacher?	78
				J 3T Do you feel the elp should be widely introduced in schools?	56
		J 2T How much time did you spend on the elp?			
		K 2T What do you like best about the elp?		K 3T What do you like best about the elp?	
		L 2T What do you like least about the elp?		L 3T What do you like least about the elp?	

ELP final report TEACHER anchor questions 1 to 3

EUROPEAN LANGUAGE PORTFOLIO		PILOT PHASE 1998 – 2000		
SEMINARS OF THE PILOT PROJECT GROUP				
Seminars held		Issues and topics treated		
		Development issues	Experimentation issues	Implementation issues
ASCONA CH	Jan 98	Work in progress Planned projects Code of Practice	Project objectives Experimentation and research methodology Guidelines/Principles of experimentation	
TAMPERE FIN	May 98	ELP young learners Mission statement Guidelines	Stock taking Key issues in piloting Evaluation of piloting	
SOEST D	Nov 98	ELP for different educational sectors Common standards Coherence criteria	Stock taking Case studies NL IRL H F Common project evaluation standards Anchor questions 1	Panel discussion with decision makers: Perspectives 2001?
ENSCHEDÉ NL	Apr 99	How to self-assess? How to reconcile national/institutional requirements with the ELP?	Stock taking Key issues in the Dutch project Learner and teacher preparation Anchor questions 2	The ELP and major educational innovations How to net-work? PR actions Information materials
BUDAPEST H	Oct 99	Pilot project results Assessment criteria Relevance Generalisation	Pilot results leading to process and product improvements Providing support for self-assessment	Code of Practice Structure - final report? - recommendations? Guides
RADLOVJICA SLOV	May 00	Standardised Passport Intercultural competence Learner development Guide for teachers and trainers Guide for developers	What we have learnt from the pilot projects Case studies Invisible outcomes Anchor questions 3	Validation Committee - Principles/Guidelines - Membership Year of Languages Flyer Closing event(s)?
SÈVRES F	OCT 00	Dissemination and implementation tools - Guides - Studies - Net-works - Samples of good practice - further evaluation of results	How to pass results and experience on to new pilot groups? - need for a core group - sector specific groups - regional groups Final report Further development?	Dissemination and implementation - options, strategies, requests Web site Information pool Year of Languages Open issues?

These seminars of the pilot project group provided a much needed platform to discuss key issues arising during piloting, to find common ground and to pool know-how and experience gained through experimentation.

## II. Section

### RESULTS

#### RELATED TO PRINCIPLES, GOALS AND OBJECTIVES

The ELP and its European Dimension	page	18-23
All learning and all competence is valued	page	24-25
The ELP is the property of the learner	page	26
A common set of Principles and Guidelines	page	27
Results related to pilot project objectives	page	28-29

## THE ELP HAS A EUROPEAN DIMENSION

### The principle

This principle includes:

- the ELP is based on the COMMON EUROPEAN FRAMEWORK OF REFERENCE for LANGUAGES: LEARNING, TEACHING, ASSESSMENT;
- ELP models (national, regional, institutional) are anchored in this common European framework – the link(s) are made transparent;
- Governments of member States, in harmony with their education policies, create conditions favourable for the implementation and wide use of the ELP according to common *Principles and Guidelines*;
- An ELP will be considered a valid record of competence regardless of its country, region, sector or institution of origin.

### Feedback summary

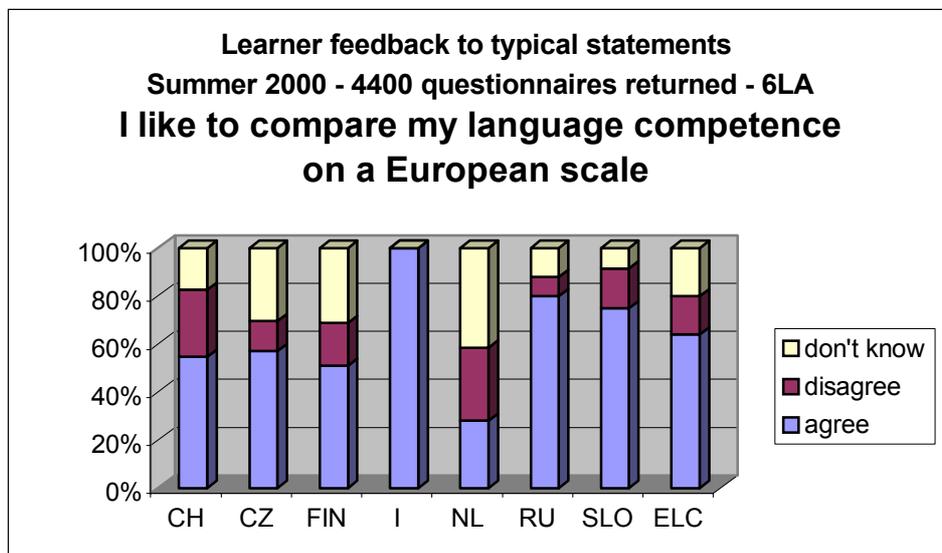
#### GENERAL ACCEPTANCE

The European character of the ELP is the feature most often positively mentioned by learners and teachers in response to the question “what do you like best about your ELP”.

Asked “what do you like least” these comments ranked highly: the lack of a clear status of the ELP and doubts about its acceptance and value in other European countries as well as by employers.

66 % of learners like to compare their language competence on a European scale.

Yet there are considerable differences from country to country - 100 % and 80 % yes in Italy and Russia, 28 % only in Holland.



It would be useful to get reactions to this question also from the other pilot projects conducted.

The work with the ELP raises expectations. Opening a dialogue between learners, teachers, administrators, parents, employers created the need to make learning objectives and the process of learning more transparent.

Feedback summary  
related to principles

**DIVERSITY AND COMMON CORE**

Experimentation showed: The ELP yields the best benefits when it is well adapted and in reasonable harmony with the characteristics of a learner group, the educational setting, cultural traditions and perceived priorities.

Yet, in the interest of quality, validity and credibility as a pedagogic and reporting tool in the European context a strong common core, principles and guidelines have proved necessary.

The co-ordination group of the pilot phase 1998-2000 worked out the following models in an attempt to resolve these competing demands:

A) To take account of the learners' age and the related specific educational priorities, goals and the desirable shifts of ELP functions three basic groups of ELP models are suggested:

A junior model for the age group 6 to 11;

A school model for the age group 11 to 16;

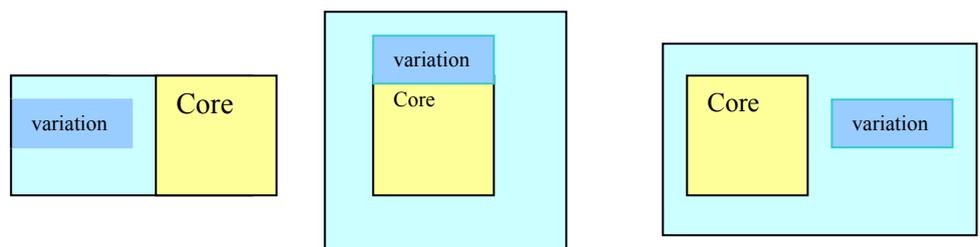
An adult model for the age group 15 plus.

B) As the ELP evolves over time – shifts in functions are desirable

	Age group	Passport	Biography	Dossier
Junior ELP Basic model	6 – 11	▲	★	★
School ELP Basic model	11 – 16	▲▲	★★★	★★
Adult ELP Basic model	15 plus	▲▲▲	★★	★

C) To respond to the diversity in national, regional and institutional educational policies and priorities, language and cultural traditions and in curricula and programmes, guidelines establishing a common core and desirable variations have been worked out.

Hence different national, regional and institutional ELP models within the three basic groups (junior, school, adult) are possible yet they all have to have the compulsory common core. E.g.



Junior model A

Junior model B

Junior model C

Etc.

## ANCHORING AND LINKING

The term *anchoring* (design and product oriented) is used for measures relating individual ELP models to the common European framework of reference.

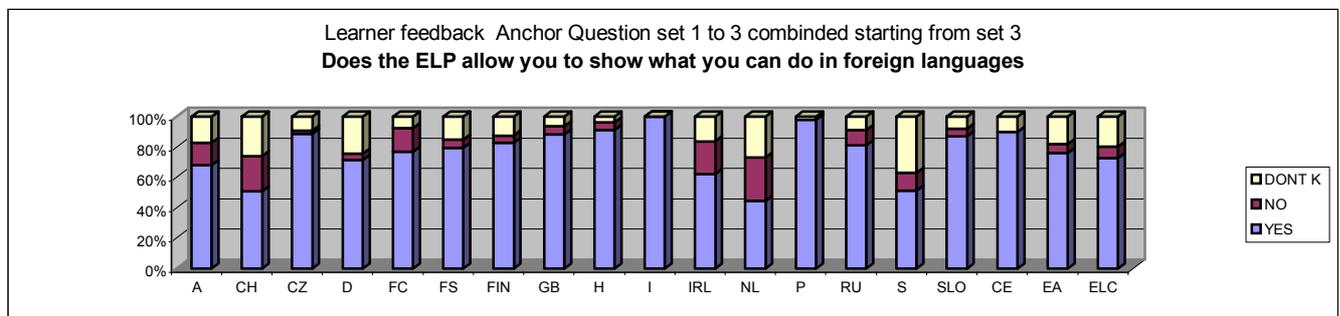
The term *linking* (process oriented) is used for actions taken and methods employed relating ELPs in use to the common European framework.

### **Anchoring ELP models to the *COMMON REFERENCE LEVELS* of the Common European Framework of Reference:**

The following broad strategies are represented in the ELP models designed and used during the pilot phase:

- The six common reference levels are used directly and form the basis for the descriptors and check-lists provided (mainly upper secondary and adult models);
- The six common reference levels are subdivided adding one or two intermediate levels. Related descriptors and check-lists are added (mainly upper secondary models used in specific educational settings);
- Levels, descriptors and check-lists are explicitly related to a curricula and/or annual programmes. Anchoring to the common framework is attempted in the passport section and in user-guides (mainly primary and lower secondary models);
- Descriptors and check-lists relating to a set of specific tasks are provided typically for selected levels only – the language, presentation and design are specifically adapted to young learners (mainly junior models).

Learner feedback to the questions “Does the ELP allow you to show what



you can do in foreign languages” provides some indication as to whether the strategy chosen to describe levels was effective for specific contexts.

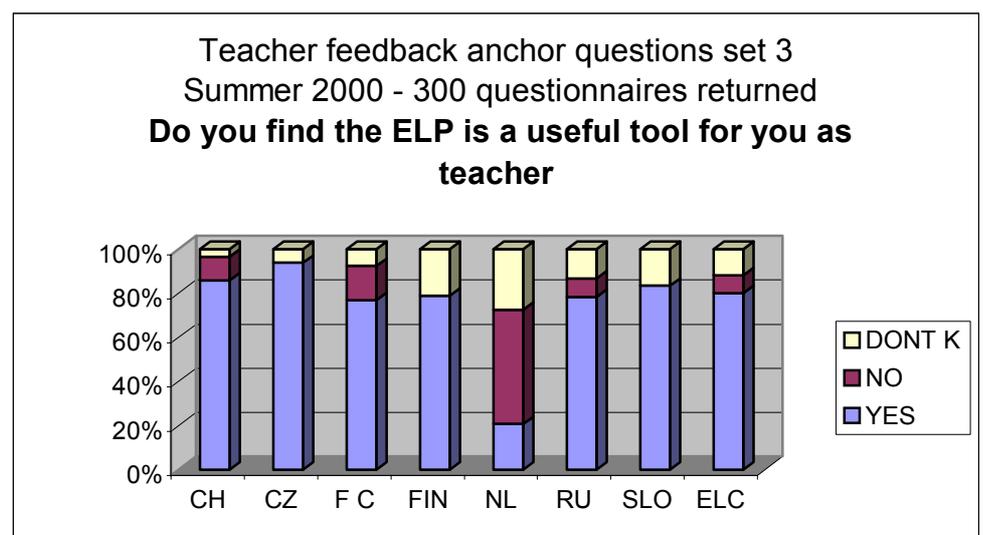
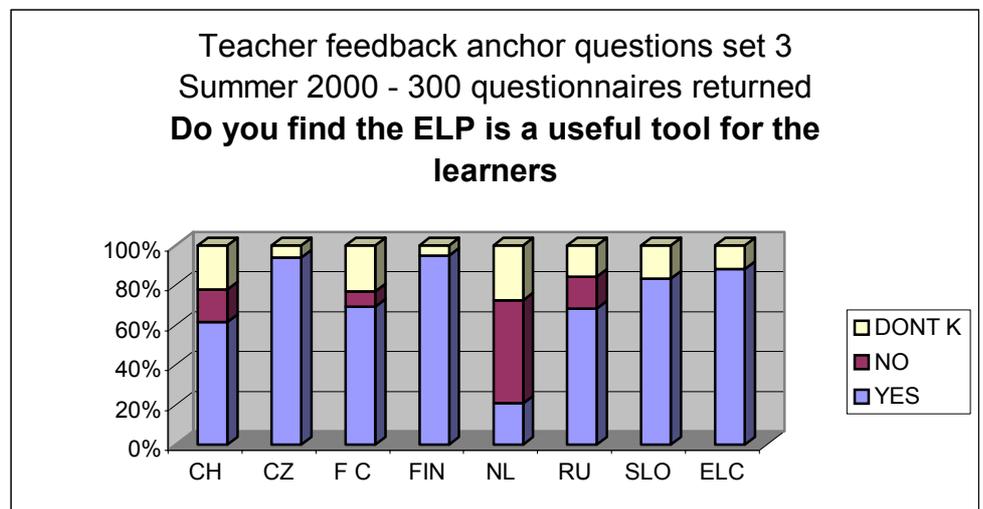
Learners and teachers need guidance on how to interpret the common levels. Descriptors and check-lists were the main instruments provided to make the level statements transparent and meaningful.

The level descriptors and check-list developed by a Swiss group for learners of the age group 15 plus were used as starting point in the development of several other ELP models.

The main categories of adaptations, modifications, additions made and/or suggested were:

Feedback summary  
related to principles

- a) Adaptation to the learner’s age and general educational background.  
Feedback from lower secondary education in Switzerland, a younger age group than the target group the descriptors and check-list were designed for, clearly also confirms this need;
  - b) Adaptation to the cultural and educational environment, e.g. in remote Russian regions descriptors did not match with learners experience;
  - c) Additions of descriptors and check-list for specific learner groups, e.g. vocationally related descriptors and check-list in the Swedish model, descriptors and check-lists related to specific university studies (ELC);
  - d) Additions of descriptors, check-lists and lists of recommended tasks to include and/or focus cultural and inter-cultural objectives;
  - d) Modifications in the wording to accommodate established national and/or institutional educational or cultural conventions;
  - e) Modifications in regard to the purpose e.g. formal testing
- Here is some relevant teacher feedback:



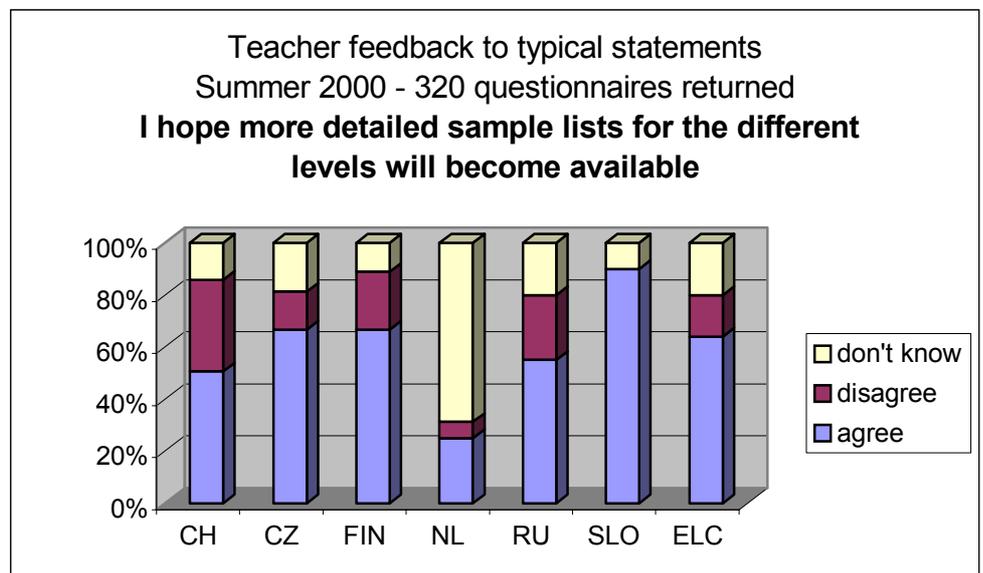
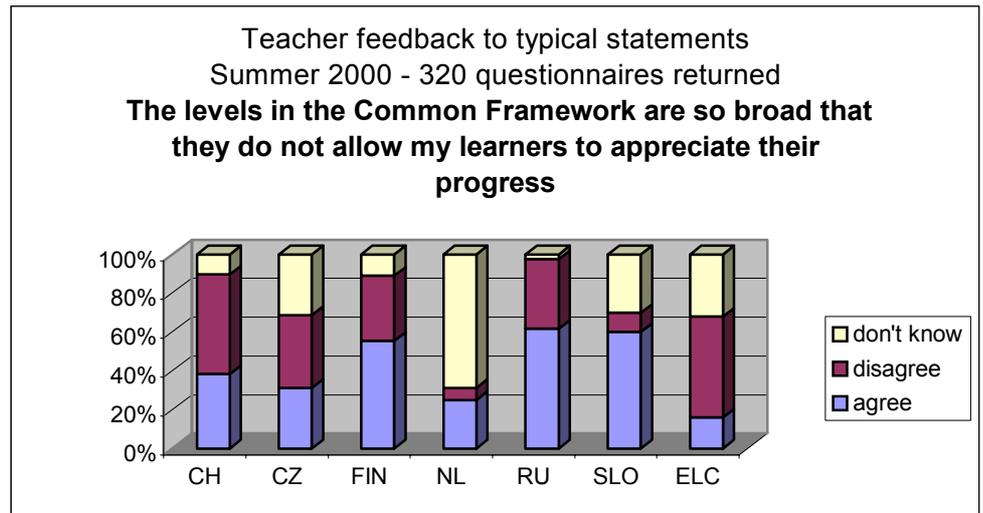
**Linking ELP work to the *COMMON REFERENCE LEVELS* of the Common European Framework of Reference:**

Linking and integrating the ELP into the learning and reporting process depends on a continued effort on behalf of learners and teachers, the study of which has only started during piloting.

Experience shows, however, that special skills are needed to break down quite general descriptors into specific language exponents and learning tasks.

Most teachers involved in piloting would have wished for specific training

Here is some relevant teacher feedback:



Requests from learners for more detailed level descriptions, descriptors and check-list are frequent from learners with reserved or negative reactions to the ELP.

Feedback summary  
relating to principles

**AN ELP WILL BE CONSIDERED A VALID RECORD OF  
COMPETENCE REGARDLESS OF ITS COUNTRY, REGION, SECTOR  
OR INSTITUTION OF ORIGIN**

70% of learners think the ELP helps them assess their competence;  
63% of teachers believe their learners to be able to self-assess their  
competence,

82% of them agreed in general with their learners self-assessment.

The pilot phase was too short to investigate whether teachers at the next  
higher level of education agreed with the previous self-assessment of their  
new learners.

In isolated situations only (e.g. in the Irish project, immigrant learners  
presenting themselves for further education or employment) was the  
acceptance of individual ELPs tested with other stakeholder groups, with  
career advisors and employers. The effects were encouraging.

The degree of validity and reliability of self-assessment compared to  
teacher, outside formative or summative evaluation, to final exams and  
standardised tests has been raised again and again. No easy or generally  
acceptable answer has so far emerged.

There seems wide agreement that self-evaluation is useful as a pedagogic  
strategy, but experience confirmed, that learners would like to be certain on  
how their self-assessment is taken into account during education and in their  
careers.

Learner and teacher training in self-assessment seems essential.

While space is provided in the passport and biography sections to record  
self-assessment alongside teacher assessment, exams, certificates and  
diploma in ELP models at the upper secondary, vocational and adult sector  
learners and teachers involved in piloting would have liked clear guidance  
on how to handle this complex relationship.

Parallel to the ELP piloting ALTE, DIALANG and other examination boards  
worked out their systems of descriptors anchored to the common European  
reference levels. They have started to gear their exams to the Common  
European Framework of Reference. These steps are recognised as major  
contributions to the qualitative development of the ELP.

While all these developments and insights from piloting are important there  
remains the questions of the CRITICAL MASS.

A majority of learners and teachers accept the pedagogic value of the ELP but  
consider the presentation and reporting value of the document as weak for as  
long as ELPs have not been introduced widely.

Piloting showed that for the general acceptability and credibility of the ELP to  
be developed, clarification of its status and a wide dissemination are essential.

## ALL LEARNING, ALL COMPETENCE IS VALUED

### The principle

This principle includes:

- that all learning and competence regardless whether gained in or outside formal education is valuable;
- that achievement and competence is expressed in positive terms.

The principle is essential in addressing the educational challenges of modern society and is central to the concept of the ELP.

1997 the European Ministers of Education at their meeting in Kristiansand, Norway reaffirmed the essential role of education in (among others):

- helping young people and adults to become active and autonomous citizens committed to the basic values of the rule of law and human rights, and to the rejection of intolerance and violence;
- enabling all individuals to realise their potential to the full throughout their lives and to meet rapid social and technological change, new patterns of employment and the challenges of the Knowledge and Information Society with confidence, responsibility and imagination.

### Feedback summary

#### CLARIFYING LEARNING OBJECTIVES

75% of teachers found the ELP useful in clarifying learning objectives with their learners.

Most learners appreciated their involvement in the process of reflection on learning goals and objectives.

At the end of school year 98/99 180 out of 200 teachers (90%) reported that the ELP help them understand their learners potential.

At the end of school year 99/00 230 out of 370 teachers (62%) only were of this opinion.

Whether this change is due to a more realistic view by the teachers or whether learners out-passed their teachers' expectations remains an open question.

Several pilot project co-ordinators reported that joint learner-teacher reflection on objectives led to a qualitative effect on the learning.

#### RECOGNISING ACHIEVEMENT AND COMPETENCE

69% of learners felt the ELP helped them see progress and assess their competence.

Learners particularly appreciated to be asked to reflect and self-assess their language competence.

Learners and teachers found learner self-assessment difficult but worthwhile. A need for training, support and more self-assessment tools was expressed time and time again.

Minority language groups and migrants appreciated the value given to their languages, in most cases not taught in their schools.

Learners in general liked and responded to the concept of taking account of out-of-school learning and experience in the ELP.

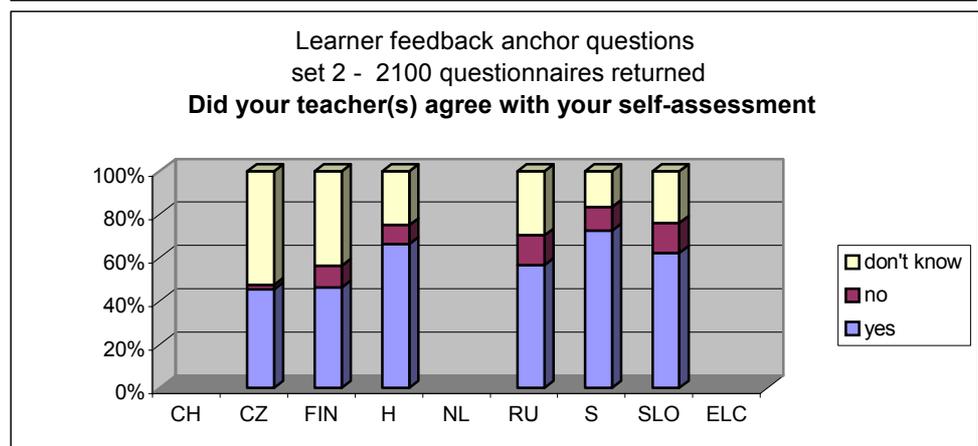
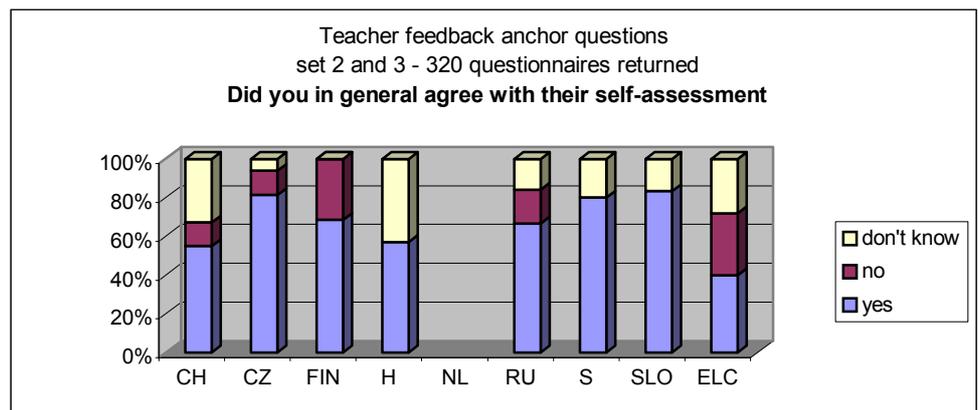
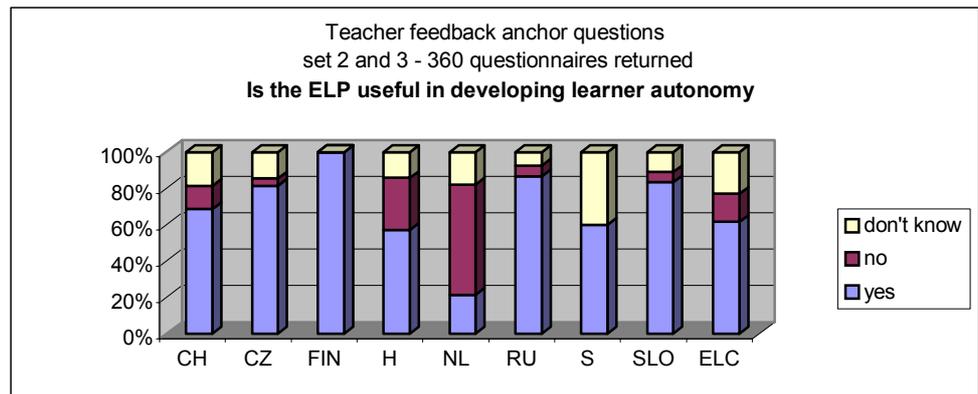
Feedback summary  
related to principles

Learners and teachers repeatedly asked for a clarification of the status of the ELP.

Teachers want to know how to relate the concepts and objectives of the common European framework and learner self-assessment to the national and institutional objectives, standards and curricula demands.

Learners want to be clear how their efforts are honoured in the educational process but also later by employers.

Here is some of the relevant quantitative feedback:



## THE ELP IS THE PROPERTY OF THE LEARNER

### The principle

This principle includes:

- the ELP is a personal document under the control of the owner, it is maintained and used at the owner's discretion;
- the role of teachers and educational institutions is to encourage and enable learners to use the ELP effectively;
- the ELP is not to be used as a institutional control instrument.

Language and inter-cultural learning in a life-long perspective takes on increasing importance in creating a common Europe;

The individual learner has to be motivated and enabled to develop the communicative and cultural competence needed to participate fully in the modern European society.

The ELP is a tool to stimulate and support a learning process through school and beyond – from child to adult hood.

### Feedback summary

#### OWNERSHIP

Most learners like having an ELP and in particular its private character. Learners reacted best to the ELP where its use was voluntary – where it was perceived as a must, reaction of a considerable minority was somewhat reserved.

Many learners take real pride in their ELP and spared no time and effort in building it up and maintaining it.

A majority appreciates the ELP as a useful tool worthwhile keeping as long as it yields clear and/or immediate benefits.

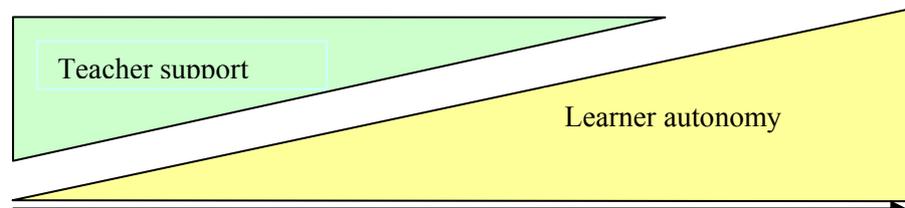
A minority (except in the NL project) reject the ELP and refuse to use it outright.

Teachers had to accommodate all these reactions. On the whole this ownership rule was perceived as positive but it did create tensions in isolated instances.

#### SHIFT TOWARDS LEARNER RESPONSIBILITY

Learners need guidance and support to develop into confident, responsible and self-reliant citizens. Developing learner autonomy and competence in self-assessment is a long and complex process.

Teacher guidance and support seems essential but it ought to diminish over time:



**Time: life-long learning process**

## The principle

### COMMON SET OF PRINCIPLES AND GUIDELINES

Authorities, ELP developers and users will use their best endeavours to ensure:

- the quality and credibility of the ELP as a pedagogic and reporting tool;
- the quality, validity and transparency of individual ELPs in a European context.

## Feedback summary

### RECOMMENDATIONS OF THE EDUCATION COMMITTEE

*Principles and Guidelines* for designers, promoters and users of the ELP are attached to the Recommendations of the Education Committee of the CDCC of the Council of Europe (document CC-ED (2000)20).

The Guidelines establish the Common Core for ELP models and the minimum common standards to be observed in the use of ELPs.

### COMMON CORE

Authorities which produce ELPs undertake (among others):

- to develop the ELP model in conformity with the aims and principles of the CoE and with the Common European Framework of Reference;
  - to respect the division of the ELP into three parts: Passport, Biography and Dossier;
  - adhere to terminological conventions, standard headings and rubrics;
  - make the ELP and related documents available in the national language(s) and as far as relevant and practically feasible in the target languages and in the languages of the learners;
  - take into account the diversity of learners' needs according to age, learning purposes and contexts, and background;
  - respect the European character of the ELP so as to promote mutual recognition across Europe and educational systems.
- submit the ELP model for approval to the Validation Committee;
- Authorities and educational institutions using an ELP should among others observe the following standards:
- assist learners and teachers in the use of the ELP through training and support;
  - make it possible for learners who so wish to obtain and use an ELP.

Experience shows that the prevailing variety of educational, institutional and personal needs can be accommodated within the established common Principles and Guidelines.

### STANDARD EUROPEAN LANGUAGE PASSPORT FOR ADULTS

The international pilot project group produced a standard language passport for adults and the CoE will promote the use of this standard model.

## RESULTS RELATED TO PILOT PROJECT OBJECTIVES

**Objectives of piloting** The key objectives of the pilot project were:

- a) To design and pilot ELP models;
- b) To explore how those models work in daily educational life;
- c) To explore the pedagogic functions of the ELP;
- d) To explore the recording and reporting functions of the ELP;
- e) To study the conditions and resources needed for implementation;
- f) To study benefits in relation to effort and cost.

**Feedback summary** A common core, principles and guidelines have been established. Most ELP models produced stood their test in daily educational life. Second versions were produced and tested in some cases during the pilot project phase, in others revisions are planned or under way. The potential and challenges of the pedagogic functions were satisfactorily explored in individual pilot projects during the pilot phase.

The individual projects taken together covered all educational sectors but not one alone covered a sufficient range to allow a deeper study of transfer effects.

For the same reasons the impact on the coherence of whole learning systems and language learning provisions was not systematically explored. The pilot phase was also too short to explore the effects of the ELP over the entire formal learning process of individual learners from kindergarten to adulthood.

Under these pilot conditions the pedagogic potential was more satisfactorily explored than the reporting function.

To study the impact of the reporting function fully the status of the ELP in the educational systems and across Europe has to be more clearly defined and a critical mass has to be achieved through wider implementation.

## CONDITIONS AND RESOURCES NEEDED FOR IMPLEMENTATION

Experience shows that learner and teacher education and training is needed to implement the concepts and objectives of the ELP successfully.

The ELP seems to be all the more effective the better it is embedded in the prevailing educational reality and the more it is in harmony with objectives and priorities in a given situation.

Transparency and coherence of objectives (national, regional, institutional) in relation to the common framework is desirable.

A sustained effort, support for teachers and learners beyond the initial launching phase are essential. The ELP needs time to be fully implemented.

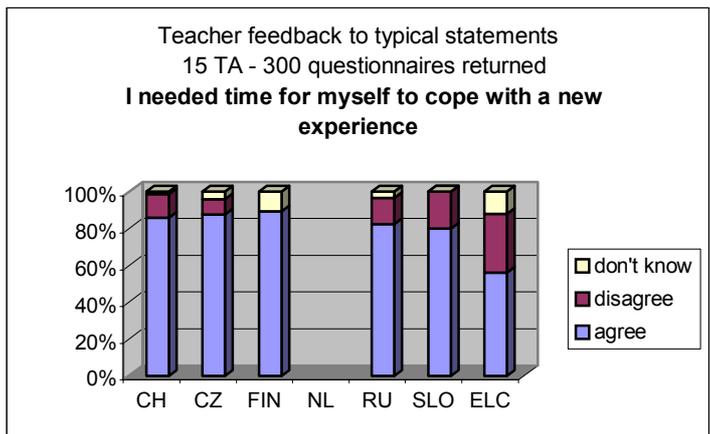
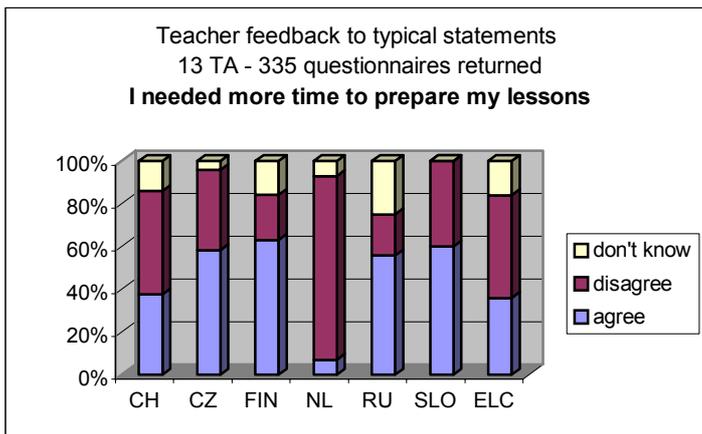
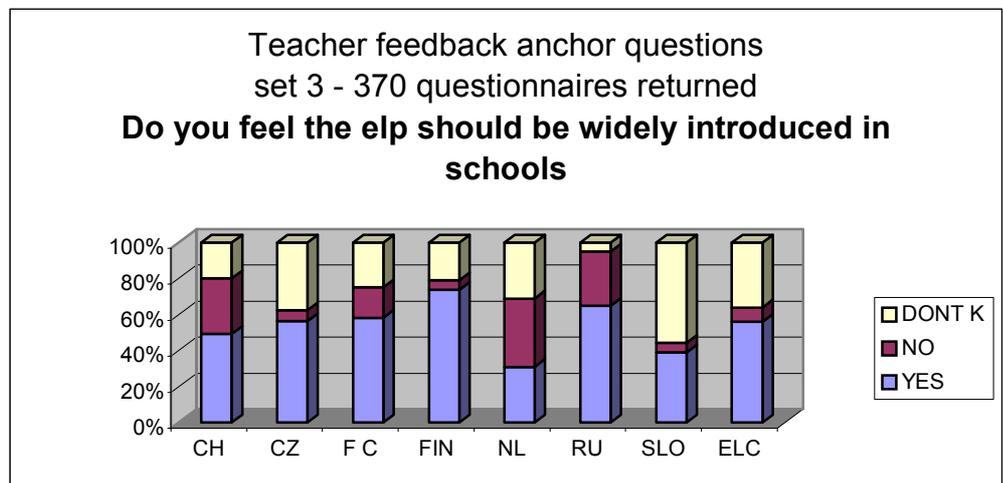
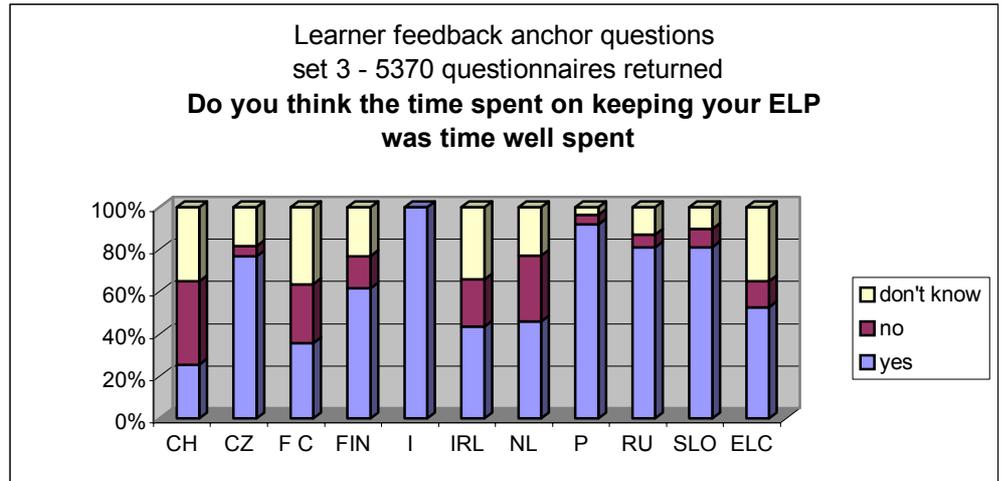
The ELP is a tool which needs co-operation between learners and teachers, between different educational institutions, specialist from different disciplines and in the European context.

Will, time and space is needed to benefit fully from such co-operation.

Feedback mechanisms, and regular surveys of the effects of the ELP seem desirable.

Feedback summary related to objectives

Here is some relevant feedback:



Financial resources used for developing and designing ELP models and for piloting have not been systematically recorded. In most cases they were absorbed into general budgets and were not judged to be high.

Even though the unit cost for producing ELPs are not high it was reported that implementation, considering the large numbers involved, would need to be financed through outside sources and/or commercial publishers.

III. Section

SUMMARIES OF  
THE NATIONAL AND INSTITUTIONAL PROJECTS

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## A – AUSTRIA

<b>Project organisation</b>	<b>Number of learners involved:</b>	<b>1300</b>
	- secondary level I (age 11-16)	100
	- secondary level II – Vocational education (age 16+)	1200
	<b>Number of teachers involved:</b>	<b>57</b>
	- at secondary I level	7
	- at secondary II level	50
	Number of schools involved (2 sec I, 15 sec II)	17
	<b>Co-ordination</b>	
	Centre für International Qualifikationen, Pädagogisches Institut des Bundes, Grenacherstrasse 18, A-1100 Wien	
	Wernfried Krieger, e-mail: <a href="mailto:w.Krieger@schule.at">w.Krieger@schule.at</a>	
	<b>ELP model used in the pilot project</b>	
	Version 1.0 published 1999 by: Stadtschulrat für Wien, Abteilung für Berufsbildende Schulen Document in A5 format, 20 pages, in German + English introduction Passport, Biography and Dossier designed to include several target languages Internet: <a href="http://www.pib-wien.ac.at/bserver/lehrlern/spportfolio/index.htm">http://www.pib-wien.ac.at/bserver/lehrlern/spportfolio/index.htm</a>	
<b>Feedback summary</b>	The ELP has yielded some highly useful insight for those involved in its development and use and has had considerable impact on the learning and teaching process in the pilot groups as well as on the curricula, assessment, teacher training and the school leaving exam. The acceptance of the ELP by teachers and students involved in the project was generally good. 65 % of the learners think the ELP helps them to show what they can do in foreign languages and 75% of the learners think the ELP helps them assess their language skills. 75% of the teachers find the ELP useful in assessing the language competence of their learners. 95 % of the teachers think the ELP helps them to make learning objectives clear to their learners, yet only 46% of the learners think that the ELP helps them understand the learning objectives – a considerable difference in judgement.	
<b>Transferable results</b>	The ELP model used is compact, relatively easy to use, inexpensive to produce and distribute. It is designed to provide valuable support to the users at the transfer point from formal education into the world of employment and work. A user guide is being developed and samples of good practice from the pilot phase are available.	

## CH - SWITZERLAND

**Project organisation** CH project **Number of learners involved:** 7000 to 10'000

(the exact number is virtually impossible to determine as anybody could order, photocopy, or download the ELP model in total or in part from the net in 4 language versions - French, German, Italian or English. 10000 copies were printed and sold, some of them to interested parties abroad).

**Number of classes involved:** 465

- lower secondary level 85
- upper secondary level (general) 118
- upper secondary level (vocational – commercial) 130
- higher education 82
- adult education 47

### Co-ordination

The Swiss pilot project(s) was run under the auspices of the Swiss Conference of Cantonal Ministers of Education  
Zähringerstrasse 25, CH 3001 Bern

The practical co-ordination was assumed by an ad-hoc co-ordination group “Language Portfolio” with the following members:

- Christoph Flügel, national co-ordinator and also representing the Italian speaking regions;
- Ida Bertschy, representing the northeastern region;
- Hans Ulrich Bosshard, representing the eastern region;
- Monika Mettler, representing the central region;
- Irène Schwob, representing the French speaking region
- Rolf Schärer, link to the other CoE projects
  
- Peter Lenz, University of Fribourg, project evaluation
- Cornelia Oertle, responsible for the project in the Bern office
- Christine Bersier, secretariat in the Bern, e-mail: international@edk.unibe.ch

### ELP model used in the pilot project (targeted at young people 15+ and adults)

Folder in A4 format in four sections and copy able forms (some 80 pages)

Published 1999 by the Portfolio working group, pilot project of the Swiss Conference of Cantonal Ministers of Education.

Authors: Günter Schneider, Brian North, Christoph Flügel, Leo Koch in co-operation with the working group “Language Portfolio” of the Council of Europe.

The self-assessment grid and check-lists are directly based on the six levels of the Common European Framework of Reference.

There are four language versions available: French, German, Italian, English.

The model is based on an earlier versions which had been developed and researched over a considerable period starting just after the CoE symposium in 1991 in Rüslikon. E-mail: [www.unifr.ch/ids/Portfolio](http://www.unifr.ch/ids/Portfolio)

### Feedback has been gathered

- through two sets of specifically designed Swiss questionnaires with the European anchor questions imbedded;
- through telephone interviews and group discussions.

**Feedback summary**  
CH project

The teachers having piloted the ELP overall believe that:

- the ELP is an important innovation;
- piloting the ELP was a worthwhile experience.

The most positive aspects of the ELP most frequently mentioned by teachers and learners are:

- the central role of self-assessment and the instruments provided for that purpose;
- the transnational dimension of the project providing Europe-wide transparency and comparability.

The most negative aspect mentioned is the size and bulkiness of the ELP file.

While the checklist were judged positively overall, they were also criticised for various reasons.

While the majority of teachers indicate that their (mostly positive) attitude towards the ELP has not changed, 19 out of 96 write that their attitude has become more negative in the course of piloting. The reasons given are de-motivating experiences in class and lack of time.

Teachers in the different educational sectors evaluated the Swiss ELP model used in regard to its suitability for their specific group of learners:

- not surprisingly, a majority of the teachers on the lower secondary level indicate that the model does not entirely suit their target group (the model was designed for learners age 15+)
- it remained unclear why many of the teachers of older learners felt the ELP was incompatible with their learner's state of development. Possibly, teachers did not refer so much to the state of development as to conflicting objectives.

Transferable results  
CH project

The Swiss project(s) resulted in a number of products and specific insights of interest and relevance in the broad European context. The Swiss ELP model is comprehensive and directly derived from the Common European Framework of Reference.

It contains well researched lists of descriptors and check-lists. Their rationale and the research work undertaken is well documented.

Several other national and institutional ELPs are based on the Swiss model. Experience in adapting and linking models to the framework has built up.

The Swiss ELP pilot project covered all educational sectors, a majority of cantons and all linguistic regions.

It was run in a decentralised structure in a country with four national languages and regional cultures and a considerable foreign population with their own languages and cultures.

The information and feedback gathered is well documented in detailed national reports (available at: e-mail: [www.unifr.ch/ids/Portfolio](mailto:www.unifr.ch/ids/Portfolio)).

The ELP and the CoE levels are playing an important part in the development of a global concept for language learning in the Swiss schools.

## CZ – CZECH REPUBLIC

<b>Project organisation</b>	<b>Number of learners involved</b>	1 <sup>st</sup> year	2 <sup>nd</sup> year	<b>900</b>
	- at junior level (age 6-10)	399	279	
	- at secondary I level (age 11-16)	503	614	
	<b>Number of teachers involved</b>			<b>53</b>
	at junior level	25	17	
	at secondary I level	28	35	
	Number of schools involved (state and private)			39

### **Co-ordination**

Radka Perclová

Charles University Prague, Faculty of Education, English Department

Celetna 13, CZ-Prague 1, 110 00 e-mail: [Radka.Perclova@pedf.cuni.cz](mailto:Radka.Perclova@pedf.cuni.cz)

### **ELP model used in the pilot project**

Folder in A4 format, 25 pages.

Published 1999 by the Czech Ministry of Education.

Learning objectives and design adapted for learners aged 8 –15.

Overview of the Council of Europe Common Framework levels.

Passport, Biography, Dossier in 4 languages: Czech, English, French, German.

### **The following methods were used to gather feedback:**

- 3 questionnaires for teachers and learners developed by the CoE project group, the third one widened to explore beliefs and future intentions;
- class observations and interviews with teachers;
- retrospection after school visits and teacher seminars;
- study of documentation – in specific of 70 filled-in ELPs;
- field notes.

### **Feedback summary**

#### **The overall results of the pilot project are extremely positive:**

94 % of teachers agreed that the ELP is a useful tool both for learners and teachers;

77 % of learners confirmed that the time spent on keeping their ELP was time well spent;

79 % of learners thought that the ELP adds a positive aspect to learning, they do not find school marks sufficient;

82 % of learners thought that all learners should be encouraged to keep their ELP.

(Nevertheless, the Pygmalion effect should be kept in mind, as teachers embarked on the project voluntarily and were often extremely motivated.)

#### **The ELP fulfilled the intended pedagogical goals:**

Feedback summary  
CZ project

An open dialogue with learners was encouraged and sustained in some classes. The teachers discovered a new dimension in their work: greater openness and respect for their learners.

The scheme triggered teachers' reflection and encouraged their seeking of new ways of teaching.

Teachers and learners (!) repeatedly confirmed that various new ideas, methods, techniques and projects had been implemented which would not have happened without the ELP.

Teacher reflection was immensely fostered by their attempts to tackle learner self-assessment, which they considered the most burning issue of the project.

81 % of teachers considered the ELP a useful tool for the development of learner autonomy.

On the other hand, learners did not appreciate this role of the ELP so clearly. Only 42% of them agreed that the ELP puts more responsibility on them.

The project shifted the focus of language learning in some pilot classes from a strict structural syllabus to communicative objectives and seeking enjoyment in language learning.

Collaboration of teachers of different languages working in various regions was supported. Informal teacher networks were formed during the common seminars.

A simplified version of the common European framework descriptors was used during the pilot phase.

It helped teachers to see their former objectives from different perspectives and to reflect on their teaching aims more deeply.

90 % of teachers confirmed that the ELP is useful in clarifying learning objectives with their learners.

The pilot phase was, however, too short and the sample too small for any general conclusions related to standardisation of school achievements to be drawn.

The issue of motivation deserves further exploration. Children confirmed that the ELP encourages reflection on their learning and 85 % of them feel it enhances their motivation.

Yet only 33% of them thought the ELP stimulates them to participate more fully in the language learning process.

The best results have been achieved by teachers who were willing and able to encourage learners' reflection, to listen to their ideas attentively and to accept their opinions.

Due to a constructive dialogue, some teachers were able to answer the tricky question of how often to fill in the Portfolio by agreement with the learners. The learner decided when to bring the ELP to class and as and when they felt a need.

44 % of teachers were dubious about broader implementation of the ELP as they were concerned that a seemingly compulsory element would undermine some of the positive values of the ELP.

**Transferable results**  
CZ project

The Czech project resulted in a number of products and specific insights of interest and relevance in the broad European context:

The Czech ELP model is well adapted and designed for a younger age group;

The project was well designed and yielded interesting practical results underpinned by clear objectives and theory;

the way teachers were prepared and supported may serve as an example of good practice;

Expertise available includes:

- Staff and students of the English Department of the Faculty of Education in Prague (mainly Radka Perclová, Lenka Lanska and Bernie Higgins);
- Jaroslava Delisova, a foreign language learning co-ordinator of the Ministry of Education;
- 10 teachers who have completed their one-year training and who plan to become trainers of teachers in the project;
- 3 trainers from three Faculties of Education in the Czech Republic who aim to develop an ELP for upper-secondary schools.
- 2 students from the English Department of the Faculty of Education in Prague are researching some aspects of the ELP in their final dissertation research.

The co-ordinator of the pilot project intends to carry out research at doctorate level on the ELP.

The co-ordinator of the pilot project, Radka Perclová, is co-author of a teacher's training guide in preparation at European level.

## D – GERMANY NORTHRHINE-WESTFALIA

<b>Project organisation</b>	<b>Number of learners involved</b>	<b>1850</b>
	- secondary I level (age 11 – 16)	1200
	- secondary II level (age 16+)	150
	- vocational training (age 16+)	500
	<b>Numbers of teachers involved</b>	<b>80</b>
	- at secondary I level	50
	- at secondary II level	10
	- in vocational training	20
	Number of schools involved (different types)	26

Additional ELP pilot projects are being undertaken in the states of Hamburg, Hessen, Sachsen-Anhalt and Thüringen. These are, however, not part of this report.

A joint pilot project has been conducted in the German/Dutch border regions. Seven schools explored the potential of the ELP for schools with established partnerships (reported under the Dutch project).

### **Co-ordination**

Landesinstitut für Schule und Weiterbildung of Nordrhein-Westfalia  
Paradieserweg 64, D-59494 Soest

Mr Eike Thürmann e-mail: [Ethuermann@compuserve.de](mailto:Ethuermann@compuserve.de)

Mrs Ursula Gerling Tel: +49 2921 683 335 Fax: +49 2921 683 228

By invitation from the German Kultusministerkonferenz the NRW Landesinstitut für Schule und Weiterbildung acts also as co-ordinator for ELP developments in other German states.

### **ELP models used in the pilot project**

Published 1997 by: NRW Landesinstitut für Schule und Weiterbildung  
File in A4 format, in German

Biography for Primary and Secondary I sector, 14 pages

Biography for Secondary II sector, 7 pages

Logbook age 11-12 with adapted objectives for class level 5/6, 5 pages

Logbook age 13-14 with adapted objectives for class level 7/8, 6 pages

Logbook age 15-16 with adapted objectives for class level 9/10, 6 pages

Dossier part.

Published 1999 by: NRW Landesinstitut für Schule und Weiterbildung  
Language Pass for secondary level, age 10-16 – A5, 10 pages, German  
Language Pass for vocational colleges and schools, A5 format, 10 pages, in German.

### **Feedback has been gathered:**

- through questionnaires specifically designed for the German project.  
As the first phase of the German project was ahead of the general European project the common anchor questions were only partially applied. The project co-ordinators also felt other forms of feedback might be more effective taking into account the specific objectives of their project.

- through observation, structured and unstructured interviews, discussions and regular feedback sessions.

## **Feedback summary    From the first project phase – school year 1998/1999**

### **D - project**

Teachers and pupils are highly motivated to work with our “old” biography section once or twice. Then they lose interest and cannot see any further added value;

Pupils from migrant families enjoy working with the ELP most because they can demonstrate their competence in several languages and the experience that their family language is recognised and valued.

Teachers almost unanimously want L1 (German) to be included into the ELP although they are well aware that the Common Framework categories were not developed for that purpose.

Teachers and learners complain about additional workload. The ELP does not seem to be sufficiently integrated into the curriculum.

Pupils and teachers are used to grades and written achievement tests – but they are not used to learners’ self-assessment.

It makes little sense to hand out the passport at the beginning of lower secondary education.

Changes to be envisaged:

- emphasise dossier work;
- make work with the biography section more attractive, include suggestions for projects and activities;
- facilitate communication between learners and teacher about class work;
- build up self-assessment skills systematically;
- make functional links between dossier, biography and passport explicit.

### **Reflection and advice at the end of the pilot project to colleagues and people who want to start with an ELP:**

The first experimentation with an ELP should start with a small group of teachers, pupils and schools. They should be well informed and trained;

The ELP should be introduced “bottom-up” and not “top-down”. Teachers and pupils have to be convinced and enthusiastic.

Support, advice and encouragement from the authorities is needed. They should provide constructive feedback, time and opportunities to those who want to work with the ELP.

Designing and experimenting with an ELP is itself a process – in a second phase all experiences gained has to be brought in and the initiated teachers and pupils used as multipliers.

Contact between schools and teachers participating in the project is vital and productive. Networking is a mode of organisation which offers the professionals involved the possibility to raise and discuss issues as and when they arrive and to explore together how to respond to challenges.

**Transferable results**  
D – project

The German pilot project addresses a number of issues which are of interest and relevance in the broad European context:

There is the constant reminder that the ELP has only a future provided

- it is attractive to use;
- learners and teachers understand and accept the purpose;
- it is seen by all to add value.

There is a conscious attempt to clarify and communicate the links between the requirements of the state school system and those of the broader European scheme.

Linking level descriptors to the class curricula for specific age groups is a good example.

Networking is developed as a strategy to disseminate the concepts and to build up common know-how and experience.

This strategy mirrors for the teachers the concept of learner autonomy.

The way the initial ELP model is further developed in a dynamic process.

Options and strategies for implementation are explored consciously .

<b>Project organisation</b>	<b>Numbers of learners involved</b>	<b>2030</b>
	- secondary level II (age group 15+)	750
	- vocational training (age group 15+)	1310
	<b>Numbers of teachers involved</b>	<b>81</b>
	- at secondary II level	58
	- in vocational training	23
	<b>Numbers of establishments involved</b>	<b>27</b>
	- at secondary II level	12
	- in vocational training	15

The ELP has been piloted by the Académie de Caen for the Ministère de l'Éducation Nationale.

In 1999 – 2000 four additional French academies were piloting the ELP involving around 1000 additional learners.

These projects are not included in this report.

#### **Co-ordination**

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#### **ELP models used in the pilot project**

1<sup>st</sup> version

Published October 1998 by the Ministère de l'Éducation Nationale, the Académie de Caen and the Conseil Regional Basse-Normandie.

Brochure A4 format, 25 pages, in French, with a

Pedagogic user guide and a pamphlet explaining the pilot project and the purpose of the ELP.

2<sup>nd</sup> version Published October 1999

Intermediate level A2.1, A2.2, A2.3 and B1.1, B1.2, B1.3 added;

Observable descriptors linked to training situations added.

Grilles d'auto-évaluation des compétences linguistiques

Published October 1999, brochure A5 format, 31 pages, in French.

#### **Feedback was gathered**

- through CoE questionnaires Set 1 and an extended questionnaire Set 3;
- through discussions, interviews and observation;
- during an evaluation forum involving learners, teachers and employers.

For technical and time reasons feedback was at times only collected or compiled for part of the whole group involved in the project.

#### **Feedback summary**

Learner feedback tended to be favourable in general but rather mixed. The reactions seem to be directly related to the importance placed on languages in different classes or sections.

To maintain interest among the learners and support from the teachers any problem or questions arising had to be dealt with fast.

The acceptance and the results improved considerably with the use of the second ELP model.

## F Caen - project

Self-assessment posed particular problems in the first phase of the project. Introducing intermediate levels in the 2<sup>nd</sup> version improved the situation but the competence of learner self-assessment needs to be further developed.

The promotion of pluri-lingualism is a declared key objective of the French ELP project. The 270 learners in vocational training who took part in the final evaluation used their portfolios as follows:

- 60 students for one language (30 of them have some competence in one or two other languages not recorded in the ELP)
- 156 students for two languages (22 of them have some competence in one or two additional languages not recorded in the ELP)
- 20 students for three languages;
- 8 students for four languages.

The status of the ELP in the educational system needs to be clarified and communicated – learners and teachers need to know how new forms of assessment relate to established forms and demands.

For learners in vocational training, the acceptance of the ELP by employers is a key preoccupation.

Hence they tend to focus their attention mainly on the self-assessment grids and passport and less on the pedagogic effects the ELP might have.

A somewhat reserved attitude towards the ELP by some students might be explained by a fear that weaker learners might be disadvantaged through the ELP in the job market.

The assistance and support teachers can and are willing to give is very important even at this level.

The reaction of employers present at the evaluation forum was surprisingly constructive. Parts of the proceedings have been video-taped.

## **Transferable results**

The initial reactions to the ELP were mixed – learners already convinced of the usefulness of language learning reacted positively – while weaker learners in general responded with reservation or negatively.

The acceptance and the effects were greatly improved by reacting promptly to learner and teacher feedback.

Learner motivation for languages in vocational training is traditionally not very high. The ELP was looked on as a tool to improve that motivation.

This challenge was faced not only through pedagogic measures but also by opening a dialogue between the learners, teachers and employers.

**Project organisation**    **Number of learners involved**    **ca. 3000**

- all at primary level
- mainly in age groups 6-7 and 9-10
- in France, Hungary, Italy, Luxembourg and Portugal

**Co-ordination**

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CIEP Centre International d'Etudes Pédagogiques  
1, Av Léon Journault, F-92311 Sèvres Cedex

**ELP model used in the pilot projects**

Pliant in the form of a game: “Mon premier portfolio des langues”

Published 1998 by CIEP and the Ministère de l'Education national de la Recherche et de la Technologie

ELP in three sections: Linguistic and inter-cultural biography;

Dossier in form of a file;

Passport in a reduced form

Based on the Common European Framework, levels A1, A2 and B1.

The descriptors stated in linguistic tasks – adapted to the age of pupils.

One self-assessment lists for each descriptor.

The original publications are in French, there is also an Italian version.

Experimental user guide, 1998 and 1999 versions, in French.

Pamphlet explaining rationale and objectives of the project in French.

**Feedback summary**    The ELP has been well accepted by pupils and learners. However, it has to be noted that participation in the pilot projects was voluntary and that attitudes were positive from the out-set.

The reporting function for young learners is somewhat different from the ones foreseen for the ELP in general. Main addressee of information are the parents – more than half of the pupils showed their ELP at home.

The inter-cultural dimension was particularly appreciated - some pupils of foreign origin did appreciate the value given to their native language.

“What do you like best in your ELP” pupils answered:

3% nothing, 43 % everything, 29 % the intercultural section, 22% the linguistic section, 3 % the dossier.

**Transferable results**    The ELP used was developed and designed by CIEP as a generic model for young learners on the invitation of the CoE project group. Other models for young learners have also been developed and piloted. All the feedback gathered provides possibly a basis for an new attempt of harmonisation.

The process and the concepts used to link the young learners ELP to the Common European Framework serves as an example of good practice. The original *can do statements* have been transformed into statements learners at this age understand and to which they can relate.

## FIN – FINLAND

<b>Project organisation</b>	<b>Number of learners involved</b>	<b>360</b>
	- secondary I level, compulsory education (age 11-16)	175
	- secondary II level, upper secondary education (age 16+)	150
	- vocational education	35
	<b>Number of teachers involved</b>	<b>22</b>
	- at secondary I level	12
	- at secondary II level	7
	- in vocational education	3

Numbers of schools involved: 4 sec I, 2 Sec II, 3 vocational

The Finnish project is designed to run over a period of three full school years 1998-2001 and to track progress of the same cohort of some 440 students. The findings are therefore not final at this stage.

### Co-ordination

Viljo Kohonen, Professor, University of Tampere,

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Ulla Pajukanta, Senior lecturer, Nokian lukio, Nokia

e-mail: [ulla.pajukanta@nokiankaupunki.fi](mailto:ulla.pajukanta@nokiankaupunki.fi)

### ELP models used in the pilot project

#### 1. Lower secondary education

Document A4 format, passport, biography, dossier – 15 pages

Descriptors at the levels A1, A2 (A2+), B 1

#### 2. Upper secondary and vocational education

Document A4 format, passport, biography, dossier – 15 pages

Descriptors at the levels A1, A2 (A2+), B 1 (B1+), B 2

In Finnish and headings in addition in English

Brochures in Finnish for teachers and parents in piloting schools

Handbook and framework translated into English, used by teachers

Background information for stakeholders also in English

Web site on the Internet: <http://www.uta.fi/laitokset/okl/tokl>

### Methods used to gather feedback:

- qualitative data collection. CoE questionnaires with open-ended learner and teacher answers to each question;
- learner portfolios and reflection notebooks;
- interviews with 24 students from each educational sector;
- teacher field notes, piloting diaries, yearly report by each teacher to the co-ordinators;
- collegial discussions and project evaluation;
- monthly in-service days.

**Feedback summary**  
FIN - project

Provided teachers are committed to the philosophy and know what they are doing with the ELP the students are motivated to learn. They reflect, set aims for the work and assess their learning process and outcomes.

Teachers need training and support – in-service education is vital – the support needs to be made explicit.

Learner training, tutoring, guidance and feedback are essential for the progress of negotiated reflective learning and self-assessment.

The change from teacher-directed learning to socially responsible self-directed learning needs to be supported and facilitated with explicit, concrete learning tools and regular tutoring.

Major pedagogical changes, such as the ELP, take time and require sustained commitment.

It is possible that no pedagogy will reach all participants in an optimal way, yet the opportunity to portfolio work should be offered to all learners.

It is necessary to aim at a regular use of the ELP in language learning, integrating the work with the language curricula.

Making the distinction between (a) the learning dossier and (b) the reporting dossier has helped to concentrate on introducing the dossier as a tool for reflective language learning.

Emphasising the dossier as a learning tool in the first place promotes the pedagogical function of the ELP.

A national planning group for the dissemination has started to work out strategies and structures for a possible wide implementation of an ELP.

**Transferable results**

The project focused on qualitative issues related to the enhancement of learner autonomy and self-assessment in language education.

The project objectives, approach, organisation and methods all reflect this focus and are in their rigor special among the pilot projects in other European countries.

While this strict focus and rigor during the pilot phase at times seem to lead in very different directions to ideas and findings in other projects it is now clear, that the Finnish project addressed key issues of the ELP in an innovative, creative way relevant to all models.

It is also one of the few projects which systematically tracks the same cohort of learners over a prolonged period of three years.

## GB – UK CILT

<b>Project organisation</b>	<b>Number of learners involved</b>	<b>800</b>
	junior level (age 6-10)	600
	adult	200
	<b>Number of teachers involved</b>	<b>29</b>
	at junior level	19
	in adult education	10
	Number of schools involved	
	22 primary schools + mother tongue supplementary classes	
	6 centres further/tertiary/adult education	

### Co-ordination

Junior level:

CILT Centre for information on Language Teaching and Research  
Patricia McLagan, e-mail: [pat.mclagan@cilt.org.uk](mailto:pat.mclagan@cilt.org.uk)

Adult education:

Languages National Training Organisation, CILT  
John Thorogood, e-mail: [john.thorogood@languagesnto.org.uk](mailto:john.thorogood@languagesnto.org.uk)

### ELP models used in the pilot projects

Junior ELP model for pre-school to age 11

Documents in A4 format, photo-copiable, in English

Part 1: Languages I know: experiences and learning in and outside school

Part 2: What I know and can do in languages

Part 3: Dossier

Pupils self-assessment sheets in 4 skill areas, levels A1, A2, B1

Teachers guide, 16 pages

Adult model – vocational training

Document A4 format, 20 pages, apart from initial headings in English  
Passport, Biography, Dossier

Comparative chart of qualifications: broad guidelines on the level of a range of UK qualifications compared to the Global Scale.

### Feedback summary

#### Junior level:

Pupils enjoy completing the portfolio and having it as a record.

Teacher and co-ordinator responses are more critical, though they have expressed enthusiasm for the project and its future success.

The majority of teachers felt it helped to make learning objectives clear and helped learners assess themselves.

It is a useful tool to improve continuity and progression.

The most frequent criticism were that the language used was a little too complicated, self-assessment was unreliable and that the layout should be improved.

Feedback summary  
GB

**Adult level, vocationally oriented**

The response through co-ordinators was largely positive, with an emphasis on the involvement of the learner in the language learning. Teachers felt that the ELP facilitated their explanations to learners of what was required in language learning.

Learners thought that it helped them assess their own language skills, and was an effective way of describing what they could do. They liked having the ELP and thought it should play a regular part in class work.

The ELP was thought to have much to offer, for example, to members of ethnic minority language groups whose natural linguistic skills deserve to be recognised and valued.

The qualification section, if to be used in seeking employment, needs to be endorsed in some way and safeguarded against fraudulent use.

The adoption of the ELP by companies in which language training has been identified as an important personal development issue needs to be encouraged.

**Transferable results**

The CILT ELP junior model showed encouraging results in the multi-lingual and multi-cultural classes and environment it was used.

The model provides a desirable degree of flexibility for adaptation to specific situations and needs.

The CILT model offers an alternative to the junior model produced and piloted by CIEP in France.

The feedback gathered for both models provides an interesting basis for further joint development.

The conscious attempt to relate the adult ELP model to the world of work and employment is of wide interest in the international context. The comparative chart of UK qualifications to the Global Scale might serve as an example to develop a comparative chart of European qualifications.

## H - HUNGARY

<b>Project organisation</b>	<b>Number of learners involved:</b>	<b>580</b>
	junior level (age 6-10)	50
	secondary I (age 11-16)	330
	secondary II (age 16+)	200
	<b>Number of teachers involved:</b>	<b>25</b>
	at junior level	1
	at secondary I level	17
	at secondary II level	7
	Number of schools involved: 1 primary, 4 lyceums for 8 years, 2 for 6 years, 2 for 4 years)	

### **Co-ordination**

Centre National de l'Education Publique, Budapest  
Zsuzsa Darabos, e-mail: [mail@okszi.hu](mailto:mail@okszi.hu)

### **ELP models used**

Published 1998

A4 folder, for learners age 12 to 16, in Hungarian, French and English  
Passport, Biography, Dossier with sections for several languages  
Global self-assessment grid in Hungarian – 6 levels from the Framework  
Slightly adapted self-assessment check-lists based on the CH model

Hungarian Junior ELP based on the CIEP model

**Feedback summary** The learners appreciate the ELP as a tool which helps them to follow their learning process and progress. They like the European dimension. Minority groups appreciate that their language gets valued. Learners in the boarder regions think the ELP will increase their professional chances (tourism, local trade, etc.).

Teachers find the ELP is motivating, it opens new perspectives and reflection on the own contribution to the learning process. It helps in setting clear objectives and motivates learners to be active in the learning process. It allows to record progress also for learners who do not manage to pass exams – to some self-assessment seems more important than marks.

Using the ELP takes considerable learner and teacher time – this might prove critical in wide implementation.

**Transferable results** There are a number of elements in the Hungarian approach to the ELP and to piloting which are of general interest:

The ELP has been embedded into a broader educational context and piloted as a learning tool in global language development process.

An implementation plan covering the period up to the year 2010 has been worked out and proposed to the ministry of education.

Parents, regional and local authorities and employers have been recognised as partners and stakeholders in making the ELP valuable for learners beyond the school context.

## I – ITALY UMBRIA

<b>Project organisation</b>	<b>Number of learners involved:</b>	<b>990</b>
	junior (age 6-10)	270
	secondary I (age 11-16)	600
	teacher in-service training	120
	<b>Number of teachers involved:</b>	<b>120</b>
	at junior level	40
at secondary I level	80	

Number of schools involved: 10 primary, 20 secondary I  
in addition 5 forms in kindergarten (50 children, age 4/5 and 5 teachers)

Additional pilot projects were undertaken:

- at the University of Calabria, reported under CERCLES on page
- in the Piedmont using the Junior ELP model of the CIEP, Sèveres translated into Italian. This pilot project is included in the F CIEP report on page 12.

### **Co-ordination**

Ministerio della Pubblica Istruzione, Direzione Generale Scambi Culturali  
Via Ippolito Nievo, 35 – I-00186 Roma  
Flora Palamidesi Cesaretti, Tel: +39 6 58 49 58 89 / 58 51

### **ELP model used in the pilot project**

Published 1999 by:

the Ministero Pubblica Istruzione – Direzione Generale Scambi Culturali,  
Provveditorato agli Studi di Terni (Decreto Rocchi, 19.1.98)

Experimental version for learners age 9-15

A4 format, 16 pages, in Italian some parts also in English

Three parts: 1. Language self-portrait, 2. Language Passport, 3. Dossier

Comprehensive teachers guide, published February 99

Comunicazione, lingua e didattica – the rational, pedagogic considerations,  
links between the common European descriptors and the Italian curricula  
requirements

70 pages mainly in Italian with some English sections.

**Feedback summary** All teachers have attended an in-service training course of 50 hours on the  
“Use of the ELP in a learning to learn approach in L1 and L2”.

The pupils in kindergarten worked exclusively on building up a personal  
dossier which included drawings, rhymes, words related to stories.

At primary school level 40% of the pupils filled the biography in with  
success – the rest felt uneasy, they were not yet able to reflect on how they  
learnt through languages.

At the lower secondary level both dossier and passport were very popular.  
The biography was considered difficult, because one has to note down what  
one learnt. The check lists are used but often in a sort of mechanical way.  
Teachers and pupils have to work hard on the learning to learn aspect.

At the upper secondary level the passport is very popular; the biography  
helps learners to understand how they learn and can use languages; the  
dossier is a file to collect the best of one’s products.

Feedback summary I	<p>The learners often still ask for help with their biography and dossier and they have become much more critical in their self-assessment.</p> <p>Teachers reported that the process of developing learner autonomy is still on the way, but that they as teachers and the learners are gradually becoming more confident with the use of the ELP.</p> <p>Teachers also reconfirmed the need for further reflection and training on how to use the ELP coherently and how to explore its full potential.</p>
<b>Transferable results</b>	<p>The Italian pilot project is of particular interest because of the underlying conviction that teachers need a specific theoretical base in order to use the ELP effectively with their learners.</p> <p>Through the comprehensive Italian teachers guide developed and through systematic in-service teacher training related to the ELP the necessary basis was created.</p> <p>Furthermore, data on learner language competence and preferences was collected in the initial stages of the project which might turn out to be useful for further research.</p>

## IRL - IRELAND

<b>Project organisation</b>	<b>Number of learners involved:</b>	<b>611</b>
	- vocational education (adult pre-vocational refugee learners)	20
	- university (one group integrated language module, one group optional language modules)	531
	- adult education (refugee learners in a private school)	60

### **Co-ordination**

University of Dublin, Trinity College  
Centre for Language and Communication Studies  
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Barbara Lazenby Simpson, e-mail: [bsimpson@tcd.ie](mailto:bsimpson@tcd.ie)

### **ELP model used in the pilot project**

Published 1999 by: The Centre for Language and Communication Studies, Trinity College, Dublin  
Folder A4 formate, 20 pages, in English  
Passport, Biography with sections on linguistic and intercultural experiences and heritage languages, Dossier  
Self-assessment grid from the CoE Common Framework of Reference

**Feedback summary** The overwhelming response to the ELP from both university and adult refugee learners has been positive.

The more focused the preparation, both for teachers and learners, and the more firmly-based the pedagogical framework into which the ELP was integrated, the greater the success.

75 % of learners in a survey of 204 university students who focused primarily on students' perception of the self-assessment activities confirmed that as a result of self-monitoring using the ELP throughout an academic year, they could now identify with accuracy their personal learning objectives in the target language.

In terms of transfer of learning skills, 40% of these students indicated that they would now be prepared to carry out similar self-monitoring activities in other parts of their degree course.

The learning skills which they identified as a result of the centrality of the ELP in their language module courses included the establishment of learning goals, the timetabling of study, increasing motivation, a deeper understanding of the learning process and the growing ability to be reflective.

The reporting function of the ELP was particularly evident in the case of the refugee learners. As they had to attend interviews both for training courses and for employment, the ELP became an invaluable tool in supporting their cases and their claims to be able to operate through the target language.

It was not unusual for prospective employers or human resource managers, having examined the contents of the Dossier, to comment that they would not have expected the individuals to be capable of such work in English

**Transferable results** This project is a useful example of good practice. The objectives have been laid out clearly and were monitored throughout the project. The conditions underpinning the success were made transparent.

## NL - HOLLAND

<b>Project organisation</b>	<b>Number of learners involved:</b>	<b>4487</b>
	junior (age 6-12)	1952
	secondary I (age 12-15)	1935
	secondary II (age 15+)	300
	vocational (age 15+)	300
	<b>Number of teachers involved</b>	<b>118</b>
	at junior level	53
	at secondary I level	44
	at secondary II level	9
	in vocational education	12

Number of schools: 55 including Dutch/German cross-border project

### **Co-ordination**

SLO, Institute for Curriculum Development, Enschede

Gé Stoks, e-mail: [g.stoks@slo.nl](mailto:g.stoks@slo.nl)

### **ELP models used in the pilot project**

three basic ELP models were developed:

one for primary schools, 9+

one for junior secondary education, 12+ (including a German version)

one for upper secondary education, 15+

Published in February 1999, A5 format, mainly in Dutch with titles also French, English and German

The descriptors are adapted to the NL curricula for the specific age group and anchored against the CoE Common Framework of reference.

The initial primary model was completely revised after the first year of piloting.

The models for junior and upper secondary education were marginally revised after the first piloting year.

The model for upper secondary education was also used as a basic model for vocational education, but in the latter vocational elements for the economic and technical sectors were included.

Website with downloadable versions: <http://swww.slo.nl/~portfolio>

**Feedback summary** The project is being evaluated by IVLOS, the Educational Research Institute of Utrecht University.

The main finding so far is that the success and acceptance of the ELP by the learners depends very much on the teachers' attitude towards it. In the absence of teacher support it will not be easy to keep learners interested over a longer period of time.

The dossier part has been neglected so far and not enough attention has been paid to the self-assessment part. Teachers are not very familiar with the notion of self-assessment and complain that learners do not assess themselves adequately.

In view of large scale implementation attention will have to be paid to teacher education.

Some of the feedback gathered has been positive but overall results are not overwhelming. The feedback and the results of the Dutch projects contrast considerably with those of the other pilot projects undertaken.

**Transferable results**  
NL

It will be useful and necessary to analyse the reasons for the critical reception of the ELP in Holland during the pilot phase taking also into account the results and the experience gained in the broader European context.

Why is it that the ELP as pedagogical and reporting tool works less well in Holland than in other countries?

Is it that traditions, needs and priorities differ?

Is it that there were too many competing demands, reforms etc.?

Is it that the decentralised organisational structure of the educational system influenced the outcome?

(Schools have wide discretion in the way they arrange their programmes and control their own budgets).

Were there any other reasons?

## P - PORTUGAL

<b>Project organisation</b>	<b>Number of learners involved:</b>	<b>1847</b>
	junior (age 6-10)	475
	secondary I (age 11-16)	572
	secondary II (age 15+)	800
	<b>Number of teachers involved:</b>	<b>103</b>
	at junior level	21
	at secondary I level	29
at secondary II level	53	

Number of schools involved: 15 junior, 15 secondary I, 13 secondary II from all the 7 Portuguese regions

### **Co-ordination**

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### **ELP models used in the pilot project**

1999 first experimental version, A4 format, in Portuguese  
sample self-assessment grids in French and English  
rationale explained also in German, French, English

Published February 2000

- Junior model (1<sup>st</sup> cycle), A4 format, 25 pages, in Portuguese  
Design, level and check-lists adapted to the pupils age
- Secondary I model (2<sup>nd</sup> and 3<sup>rd</sup> cycle), A4 format, 22 pages, in Portuguese  
Descriptors for levels A1, A2, B1, B2  
Learner self-assessment grid for 6 languages including Portuguese and in addition a parallel section for the teacher's assessment.
- Secondary II model (secundaria), A4 format, 24 pages, in Portuguese  
Learner self-assessment grid and descriptors for the 6 CoE levels

**Feedback summary** The Portuguese pilot project started well behind all other projects. 1999 was mainly devoted to the development of the Portuguese ELP models and for the preparation of the teachers for the ELP pilot project.

Piloting the models in schools started in Spring of the year 2000. Hence, there was little time to explore the potential and the challenges of the ELP in real life situations.

Initial reactions are overwhelmingly positive both by learners and teachers.

The ELP seems to fit in well with ongoing educational reforms.

**Transferable results** The Portuguese pilot project is of particular interest in the international context because it started late. The project leaders were able to draw from experience gained in other pilot projects and to model their versions on existing products.

Hence, this project enables the study of transfer mechanism for wider dissemination and implementation of the ELP into additional national contexts and different educational situations.

## RU - RUSSIA

<b>Project organisation</b>	<b>Number of learners involved:</b>	<b>1290</b>
	- junior (age 6-10)	160
	- secondary I (age 11-16)	196
	- secondary II (age 15+)	648
	- university	105
	- teacher education (151 initial, 30 in-service education)	181
	<b>Number of teachers involved:</b>	<b>120</b>
	at junior level	12
	at secondary I level	21
	at secondary II level	58
	in universities	13
	in teacher initial and in-service education	16

Number of schools involved: 4 primary, 41 sec I, 58 sec II, 6 universities, 7 universities and institutes in teacher education

All together 41 experimental sites in 12 Russian regions.

The Russian ELP has been piloted in line with a letter from the Ministry of Comprehensive and Professional Education dated 17.03.98.

### Co-ordination

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### Portfolio models used in the pilot project

Published 1998, mainly for the secondary II and adult sectors

Brochure A4 format, 48 pages, in carton envelope, in Russian

Passport, Biography, Dossier based on and adapted from the CH model

Self-assessment grid, 6 levels from the Common European Framework

Descriptors and self-assessment check-lists related to the 6 global levels including reading and writing competence

Information brochures:

- Correlation of the European levels/standards with the linguistic education in the Russian Federation
- Russian version of the ELP: the pilot project and implementation program
- Learner guide on how to use the ELP
- Teacher guide on how to use the ELP
- Guide on feedback procedures

Published in 2000 by the Moscow Linguistic University

Junior ELP age group 6-10

Brochure A4 format, 30 pages, in Russian

Design, level and descriptors adapted to the age group

Space for several languages including minority languages and in and out of school learning and experience

Document explaining the rationale and the underlying theory, in Russian

Available in a pilot version since 2000

ELP model for philologist, 51 pages, in Russian

Includes descriptors specific for translators, interpreters and language teachers these descriptors are so far only available in Russian

**Feedback summary**  
RU

The ELP does help maintain and promote language and cultural diversity and plurilingualism in Russia.

The conception of the Russian ELP focusing on learners' personality, their intercultural and communicative experience based on native and non-native languages makes it possible to realize a new paradigm in Russian linguistic education.

The ELP provides support for self-expression and self-realization of learners of various ethnic and language groups living in the same territories.

The didactic and methodological concepts underlying the ELP are in harmony with the Russian psychological-pedagogical school.

The need to work out a theoretical basis and to approve standard assessment procedures which take into account both the European requirements and the Russian traditions was strongly felt.

Learner feedback from all educational sectors and all the different types of schools was overwhelmingly positive. The ELP seems to fulfil both the pedagogic and the reporting functions.

Learners like to compare their language competence to common European standards.

Learners wish that the status of the ELP gets more clearly defined and that reliable and objective self-assessment instruments are developed.

Teachers reported that their initial reservations towards the ELP have given way to a positive attitude in the course of piloting.

The majority of teachers consider the ELP to be an efficient pedagogical tool, an effective instrument for assessing communicative competence, an important help to define educational objectives and tasks and a valuable cognitive instrument for learners.

Learning psychologists' report that the work with the ELP forms a positive (cognitive and creative) attitude to the process of learning.

94% of learners consider the independence of thinking and autonomy to be of great importance. On the other hand they believe it is necessary to compare self-assessment with the teachers' assessment.

Initial feedback from piloting the **Junior ELP** is encouraging.

The ELP seems clear, logical and informative. The pupils had no difficulties filling it in and in evaluating their skills.

They started to reflect on their competence in languages and to set targets.

Feedback from the pilot project with the **ELP model for philologist** is very positive.

The analyses, together with the participants, of the experience gained and the data collected using the ELP led to the following conclusions:

- the introduction of the ELP into the learning process requires thorough preparation of the students;
- the most important part of the ELP (for philologists) are the questions raised by self-assessment and the assessment of one's own level;
- the ELP contributes to the development of professionalism.

**Transferable results** The Russian pilot project combined field experimentation with the search and description of a coherent theory.

RU

The project explored the potential, benefits and challenges of the ELP

- for the individual learner and teachers,
- for educational institutions and
- for the Russian multilingual and multicultural society.

The linguistic, cultural and structural diversity as well as the immense distances and the large number of learners, teachers and learning institutions in Russia posed a considerable challenge for the organisation and the monitoring of the project.

This different factors combined produced solutions and results which are of interest well beyond Russia.

## S - SWEDEN

<b>Project organisation</b>	<b>Number of learners involved:</b>	<b>135</b>
	vocational (pre vocational, age 16-18)	90
	adult (immigrants)	45
	<b>Number of teachers involved:</b>	<b>9</b>
	in vocational training	5
	in adult education	5

### **Co-ordination**

Uppsala University, In-service Training Department  
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### **ELP models used in the pilot project**

Published October 1999, Prototype for vocational education  
Document A4 format, 14 pages in Swedish and English

Published May 2000, Vocational Trial Edition

Document A4 format, 15 pages in Swedish and English

European self-assessment grid, 6 levels from the Common Framework

Vocational self-assessment grid, levels A1, A2, B1, B2

<b>Feedback summary</b>	Analysing the needs of the user groups of the ELP is beneficial.
	Experience in the use of the ELP in vocational classes confirmed the need for adapted ELP models.
	A self-assessment grid for vocational language was developed and added.
	The perceived value of the ELP is for vocational learner groups strongly influenced by the likely acceptance of the document by employers.
	Views of employers towards the ELP were collected. Industry looks for:
	- professionalism and social competence;
	- competence in building relations with customers;
	- language skills beyond English and knowledge about other cultures
	- good general basic skills to facilitate specialising;
	- flexibility and courage as the work place of the future will be even more loosely structured;
- co-operation school and business to get a truer picture of industry.	
The principles of the ELP reflect these demands, hence	
- it seems advisable to pay stronger attention to the Biography to enhance the pedagogic advantages of the ELP, even though strongly employment-fixed classes may be primarily interested in the Passport;	
- the advantages of the Dossier have to be made clear.	
The use of the ELP with the immigrant classes was complicated by individual demands for very specific information and support.	
Resources and space were not sufficient to cope with these demands. It is evident that a similar approach as was used for the vocational group is needed to enhance the benefits of the ELP for immigrant users.	
<b>Transferable results</b>	This project is an example of good practice. The needs and expectations of different stakeholder groups are explored and harmonised. The ELP model and the use of it are optimised accordingly.

## SLO - SLOVENIA

<b>Project organisation</b>	<b>Number of learners involved:</b>	<b>634</b>
	junior (age 6-10)	177
	secondary I (age 11-16)	353
	university	104
	Number of teachers involved:	20
	at junior level	5
	at secondary I level	15
	at universities	-
	Number of schools involved:	5 primary, 15 primary/lower secondary

### **Co-ordination**

Ministry of Education of Slovenia, Ljubljana

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### **ELP models used in the pilot project**

Published 1998, 1<sup>st</sup> versions for primary sector

A4 format, duplicated, mainly in Slovene

#### **Published Sept 1999: *My first language portfolio, age group 7-10***

1<sup>st</sup> printed prototype for one foreign language with space for using it for another language in nationally mixed regions of Slovenia

Passport, Biography, Dossier in folder, visual elements, in Slovene

Descriptors adapted to the Slovene curricula and the learners' age, levels A1 and A2

User guide in Slovene and English explaining the rationale of the ELP and the pilot project.

#### **Published 2000, ELP for primary school learner (sec I ?)**

Passport, Biography, Dossier in two parts all in a folder, A4 format

In Slovene, list of titles translated into German, English, French, Italian and Hungarian

Self-assessment grid for the 6 CoE levels from the Common Framework

Descriptors and check-lists adapted to the Slovene curricula

Suggested activities: 27 sheets as part of the dossier

Teachers guide A5, 44 pages, in Slovene

#### **Published 2000, on the initiative of a group of university students**

Experimental ELP model for non-language specialist university students

A4 folder, Passport, Biography, Dossier in Slovene – attractive design

Self-assessment grid 6 levels from the Common European Framework

Descriptors and check-list based on the CH model with adaptations

**Feedback summary** Learner and teacher feedback is in general very positive.

Analysing the data of two questionnaires, a qualitative effect of the ELP on learning and teaching can be registered.

Pupils and students show their interest in using the ELP prototypes, manifest creativity, regain self-esteem in learning and develop their language awareness.

Feedback summary  
SLO

They need time to learn how to use the ELP and were uncertain whether teachers considered their self-assessment.

Teachers used the ELP as an innovative tool, individualised their approach taking account of intellectual styles of their learners and included parents in monitoring pupils progress and success.

Competing reform activities created work overload and there was not enough time to work with the ELP in class.

The use of different ELP models at the same level can create confusion.

An ELP model for the upper secondary level is lacking. Teachers involved in Matura projects did not want to introduce an ELP in language teaching.

Learners and teacher would like the status of the ELP in the Slovene educational system to be clarified.

Some learners express doubt about the ELPs validity throughout Europe.

**Transferable results**

Slovenia is in the process of implementing a curricula reform. The ELP has to be seen in this larger context.

While the context is favourable for innovative ideas and experimentation there is also the need to avoid an overload of initiatives.

The Slovene ELP project is an example on how to successfully navigate in situations of change and competing demands on resources.



## EAQUALS

<b>Project organisation</b>	<b>Number of learners (adults) involved:</b> 700 from the following institutions: Academia Lacunza, Spain British Institute of Rome, Italy Prosper ASE Bucharest & International House Timisoara, Romania Bell Prague, Czech Republic Faculty of Economics & Teutonika-Kramer Zagreb, Croatia British School Monza, Italy etc. <b>Co-ordination</b> Eaquals, the Bell Language School Saffron Walden Robin Davis, e-mail: <a href="mailto:robin@author.demon.co.uk">robin@author.demon.co.uk</a> <b>ELP models used in the pilot project(s)</b> Passport-size ELP in English and Czech, French, German, Italian and Spanish  ALTE/EAQUALS passport which has in the meantime developed into the CoE standard passport version for adults.  A joint Language Biography is under development.
<b>Feedback summary</b>	Initial feedback was in general positive. Nevertheless an initial revision and the joint development of the Biography section was envisaged.  The proposed passport model in the meantime developed further into the CoE standard adult passport.  The joint development of a Biography section proved difficult as the field of adult language education is extremely diverse – from the point of view of learner needs, types of courses, modes of delivery, in traditions and market and organisational structures in different countries and regions. Consequently the approach is to develop a “pick and choose” package of materials for the Biography, a range of sample questions etc, and for institutions or groups of institutions to assemble their own Language Biography model from this material.
<b>Transferable results</b>	The adult education sector in its diversity is an important contributor in the endeavour to diversify language learning in a life-long perspective.  Unlike the compulsory educational sector, language teaching to adults has to function in an open market – it has to sell its services.  Adult education builds on earlier learning and acquired competences and tries to satisfy specific needs of identified learner groups. The ELP with its pedagogic and reporting functions might contribute to the building up of a transparent, coherent and convincing offer of learning opportunities. In the free market, however, clients want to know what value the ELP adds in achieving their current objectives.  This market dynamic is specific to the adult sector, yet the effects and solutions required might be a valuable study-topic for other sectors also.

## ELC - EUROPEAN LANGUAGE COUNCIL

**Project organisation**    **Number of learners involved:**    ~1000  
University sector

### **Co-ordination**

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### **ELP models used in the project(s)**

The CH ELP model in English, French and German

The CH and to a smaller degree the IRL ELP models were used in Bremen

The university of Aston is developing its own ELP model.

**Feedback summary**    Most students and teachers involved in piloting considered the CH ELP model extremely interesting, useful and innovative.

Experience shows that learners and teachers react in general rather positively to the ELP regardless of their subject of study (language and non-language specialists).

Feedback summary ELC	<p>The folder and the collection of documents was judged too complex and difficult to manage – simplifications were suggested.</p> <p>To reporting/presenting a reasonably complete and convincing overview. more space needs to be provided in the Passport.</p> <p>Teachers specifically appreciated the pedagogic function of the ELP.</p> <p>Learners’ reactions vary from enthusiasm to rejection. Learner groups of different origin or cultural background do not seem to differ in their perception of the ELP.</p> <p>The descriptors of the competence levels and of the check lists were particularly appreciated for their quality, precision and general interest. Suggestions for further improvement have been transmitted to the authors.</p> <p>Additional descriptors related to the academic world were developed, selected and evaluated by a work group consisting of members from six universities.</p> <p>In general the ELP was more positively received by students in non-traditional learning contexts (tandem, self-directed learning, etc.) than by those in standard courses.</p> <p>Feedback suggests that students appreciated the documentation and reporting function more than the role change which increases learner responsibility.</p> <p>The ELP seems to be particularly valuable in the initial language teacher education because the theoretical work is combined with a reflection on the learning and teaching process based on practical self-experimentation. The use of the ELP in this context was, however, not free of emotions.</p> <p>Despite sometimes mixed results, piloting of the ELP at the universities was considered an enriching experience by the majority of participants. It is, however, after such a short period of piloting too early to judge the effects and acceptance of the ELP in a long term perspective.</p> <p>Nevertheless the ground for further development and experimentation is well prepared.</p>
<b>Transferable results</b>	<p>The ELC pilot project yielded in a short time a surprising wealth of data and insights of wide interest and relevance beyond the university sector.</p> <p>The ELP seems to make sense to language specialist and non-specialist and it seems to work in the free learning environment of universities.</p> <p>Descriptors for university specific functions and for special professional needs were integrated. This made the ELP more relevant for the specific learner group.</p> <p>Experience has been gained in using the ELP in initial language teacher education.</p> <p>The reactions to the ELP were based both on a theoretical and practical considerations.</p> <p>The experience and the results are documented in a rich final report.</p>

The results of this work are beyond the universities of relevance and importance for educational authorities, teacher educators and language specialists designing and/or implementing an ELP.