

Languages for social cohesion
Language education in a multilingual and multicultural Europe
Les langues pour la cohésion sociale
L'éducation aux langues dans une Europe multilingue et multiculturelle

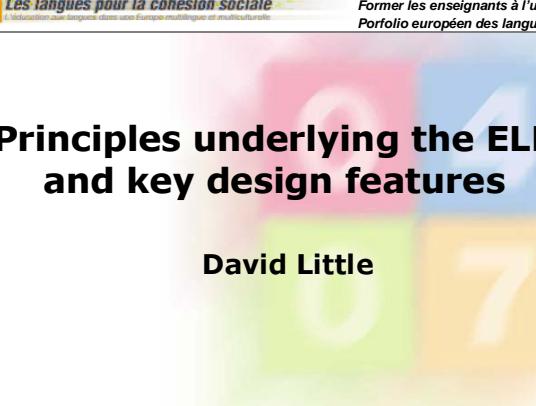
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Handwriting practice lines consisting of five horizontal lines: a solid top line, a dashed midline, and a solid bottom line, with two blank lines above and below the main set.



Training teachers to use the European Language Portfolio

Project C6 of the ECML 2nd medium-term programme (ELP_TT)



Principles underlying the ELP and key design features

David Little

A C Languages for social cohesion Language education, intercultural learning and multilingualism

B D Les langues pour la cohésion sociale L'education aux langues dans l'espace multilingue et interculturelle

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Principles

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Principle 1

The promotion of plurilingualism and pluriculturalism:

- Each ELP must take account of all the owner's language and intercultural learning, wherever it takes place
- Thus it must provide space for recording
 - (i) all experience of learning and using second/foreign languages and
 - (ii) competence in a number of languages
- Note that an exception has been made for ELPs designed for use by migrants learning the language of their host community, though such models must still take account of other languages the learner uses

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Principle 2

The ELP is the property of the learner:

- The individual learner owns his/her ELP in a literal and a metaphorical sense
- The individual learner is responsible for his/her ELP as a physical object
- The individual learner is also responsible for the regular self-assessment that is fundamental to effective ELP use
- Note that self-assessment generally requires guidance appropriate to the age of the learner

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Principle 3

The ELP has two functions:

- A pedagogic function, to guide and support the learner in the process of language learning
- A reporting function, to record proficiency in second/foreign languages
- These two functions are interdependent:
 - If the ELP is not central to the experience of language learning there will be little worth reporting
 - The effort to capture and record the process as well as the products of learning is what drives the pedagogical function forward

Principle 4

The ELP is based on the CEFR:

- It makes explicit use of the CEFR's common reference levels
- These levels are summarized in the self-assessment grid (Table 2 of the CEFR) and this should be included in all models
- An exception to this general rule is made in the case of ELPs for very young learners, though the self-assessment grid must then be made available to teachers, parents and other stakeholders

Principle 5

The self-assessment grid is not enough:

- The self-assessment grid does not provide the detail learners (and teachers) need in order to set precise learning goals and assess the development of particular communicative skills
- For this reason ELPs must also include appropriately formulated and detailed checklists ("I can ...") to help learners (and teachers) to set learning targets and evaluate learning outcomes

Principle 6

The ELP records more than self-assessment

- Besides supporting learner self-assessment, the ELP encourages the recording of assessment by teachers, educational authorities and examination bodies
- But note that the principle of learner ownership means that the recording of teacher assessment should always be independent of the learner's self-assessment: assessment by the teacher should not be used to correct the learner's self-assessment

Key design features

Key design feature 1

The ELP has three parts:

- The **language passport** uses the levels of the CEFR provides an overview of the owner's proficiency in different languages at a given point of time
- The **language biography** facilitates the learner's involvement in planning, reflecting upon and assessing his/her learning process and progress
- The **dossier** offers the learner the opportunity to select materials to document and illustrate achievements or experiences recorded in the language biography

Key design feature 2

The language passport

- must provide for learners from ethnic minorities and expatriate/migrant groups who have a more advanced proficiency in one or more languages than their peer group is likely to achieve in school
- must accommodate the recording of partial competences
- must allow the owner to record formal qualifications and significant language and intercultural learning experiences

Key design feature 3

The "standard adult passport"

- To facilitate pan-European recognition and mobility a standard adult passport is promoted by the Council of Europe
- The Council of Europe can provide an A5 four-colour design template (Quark Xpress) for validated ELPs that include the standard adult passport
- The Council of Europe can also provide the standard adult passport in A4 format (monochrome)

Key design feature 4

The language biography and recursive use:

- The language biography encourages the learner to include information on linguistic, cultural and learning experiences gained in and outside formal educational contexts
- The principle of plurilingualism requires that some language biography pages focus specifically on the learner's developing plurilingual identity
- All language biography pages should be designed with recursive use in mind

Key design feature 5

Terminology and general presentation:

- Every ELP must adhere to terminological conventions, standard headings and rubrics as specified by the Council of Europe, in at least one of the official languages of the Council of Europe (English or French) in addition to any other languages
- Every ELP must include a standard text about the Council of Europe (downloadable from the ELP website: www.coe.int/portfolio)
- Every ELP must contain any necessary copyright attributions, state where its descriptors came from, and be clearly organized (all pages must be numbered)

Key design feature 6

Language(s) of presentation and language(s) of process:

- At an early stage of design ELP developers should decide on the language(s) of presentation and the language(s) of process
- The Irish ELP for secondary learners has checklists in five languages

Leibhéal A1 (Teastas Sóisearach)

an chéad spicile agam	cé chomh maith is is féidir liom é seo a dhéanann (breac stós dtaí)		
	*	☆	☆☆
Tuigim focail agus frásai bunúsacha fùm fèin agus faolin teaghlaich mā labhrailonn na cainteoiri go mall soiléir			
Tuigim ordhithe agus treoracha simpli sa seomra rangha agus ráitis shimpli a dhéanann an m'inteoir			
Tuigim amhneacha gnáthrudair sa seomra rangha			
Tuigim beannachtal bunúsacha agus frásai gnáthchainte (mar shampla, le do thoil, go rith math agat)			
Tuigim ceisteaná simpli fùm fèin nuair a labhrailonn na cainteoiri go mall soiléir			
Tuigim umhreada agus praghsanna			
Tuigim laethanta na seachtaíne agus mionra na bliana			
Tuigim amanna agus dàtaí			

Irish post-primary ELP: checklists for A1 LISTENING in Irish

Niveau A1 (Junior Certificate)	mon prochain objectif	comment j'évalue ma performance (indiquez les dates)	
	★	★★	★★★
Je peux comprendre des mots et des expressions élémentaires sur moi-même et ma famille si on parle lentement et distinctement			
Je peux suivre les instructions de classe, les consignes et les remarques du professeur, si elles sont simples			
Je peux comprendre le nom des objets ordinaires qui se trouvent dans la classe			
Je peux comprendre les salutations élémentaires et les formules routinières (par ex. s'il vous plaît, merci)			
Je peux comprendre des questions simples sur moi-même si on parle lentement et distinctement			
Je peux comprendre les nombres et les prix			
Je peux comprendre les jours de la semaine et les mois de l'année			
Je peux comprendre l'heure et la date			

Irish post-primary ELP: checklists for A1 LISTENING in French



Key design feature 6

Language(s) of presentation and language(s) of process:

- At an early stage of design ELP developers should decide on the language(s) of presentation and the language(s) of process
- The Irish ELP for secondary learners has checklists in five languages



Key design feature 6

Language(s) of presentation and process:

- At an early stage of design ELP developers should decide on (i) the language(s) of presentation and (ii) the language(s) of process
- The Irish ELP for secondary learners has checklists in five languages
- The Czech ELP uses Czech, English, German and French, and provides free space for another language



Evropské jazykové portfolio
European Language Portfolio
Europäischer Sprachenportfolio
Portfolio Européen des Langues

Modelový řád kód Evropského jazykového portfolia
Council of Europe Activity Code No. 13801

Rozhovory
Sousední hovor
An Gcilleacháin Isle
Presto! part 1 une conversation.

Jazykový životopis
Language Biography
Sprachbiografie
Biographie Langagiére

A 1

10. Umím se představit. Umím podákovat.
I can introduce myself. I can make new contacts.
Ich kann mich vorstellen. Ich kann neue Kontakte knüpfen.
Je peux me présenter. Je peux nouer des contacts.

11. Umím pozdravit a rozloučit se. Dokážu někoho představit.
I can greet and say goodbye to people. I can introduce someone.
Ich kann grüßen und mich von Leuten verabschieden. Ich kann andere vorstellen.
Je peux saluer et dire au revoir à des personnes. Je peux présenter des personnes.

12. Umím se zeptat, jak se očekává, a umím na podobné otázky odpovídat.
I can ask questions about what is expected of me. I can answer such questions.
Ich kann nachfragen, was von mir erwartet wird. Ich kann auf solche Fragen antworten.
Je peux demander ce que l'on attend de moi. Je peux répondre à ces questions.

13. Umím o něco říct a umím reagovat na žádost někoho jiného.
I can say something about something. I can react to requests from others.
Ich kann etwas darüber erzählen. Ich kann auf Anfragen von anderen reagieren.
Je peux parler de quelque chose. Je peux réagir aux demandes d'autrui.

14. Umím používat číslo a říct, kolik je hodiny.
I can use numbers. I can say the time.
Ich kann Zahlen benutzen. Ich kann die Uhrzeit nennen.
Je peux utiliser les chiffres. Je peux dire l'heure.

15. Dokážu si říct o věci v obchodě, jmenujte si příklad gesty.
I can talk about a business thing. Name a gesture.
Ich kann über ein Geschäftsthema sprechen. Nenne eine Geste.
Je peux parler d'une chose d'affaires. Nommez une geste.

16. Dokážu se ptát na to, kde lidé žijí, koho znají a co mají, a dokážu na takové otázky odpovídat.
I can ask questions about where people live, who they know and what they have.
Ich kann nachfragen, wo Leute wohnen, wen sie kennen und was sie haben.
Je peux demander où les gens vivent, qui les connaît et ce qu'ils possèdent.

Samostatný ústní projev
Spoken Production
Zusammenhangendes Sprechen
L'exprimer orallement au quotidien

17. Umím říct, kdo jsem a čím jsem.
I can say who I am and what I am.
Ich kann sagen, wer ich bin und was ich bin.
Je peux dire qui je suis et ce que je suis.

18. Umím popsat, kde žiju.
I can describe where I live.
Ich kann beschreiben, wo ich wohne.
Je peux décrire où je habite.

Písemný projev
Writing
Schreiben
Ecrire

19. Umím mluvit jednoduchými větami o svém domově, své rodině s lidem, které znám.
I can speak simple sentences about my home, my family and people I know.
Ich kann einfachen Sätzen über mein Zuhause, meine Familie und über Menschen, die ich kenne, sprechen.
Je peux parler de ma maison, de ma famille et des gens que je connais avec des phrases simples.

20. Umím vyplnit formulář (své jméno, bydliště, věk).
I can fill in a formular (my name, address, age).
Ich kann einen Formular ausfüllen (Name, Adresse, Alter).
Je peux remplir un questionnaire (mon nom, mon adresse, mon âge).

21. Umím napísať krátký jednoduchý pozdrav na pohlednici.
I can write a short, simple greeting.
Ich kann einen kurzen, einfachen Gruß schreiben.
Je peux écrire un petit salut simple.

22. Dokážu napísať krátké blahopřání, například k narodeninám.
I can write short, simple congratulatory messages, for example to someone's birthday.
Ich kann kurze, einfache Glückwunschkarten schreiben, zum Beispiel zum Geburtstag einer Person.
Je peux écrire des petits messages de félicitations, par exemple pour l'anniversaire d'une personne.

23. Dokážu jednoduchými větami napsat, kde žiju a kde jsem.
I can write simple sentences about where I live and where I am.
Ich kann einfache Sätze schreiben, die mein Zuhause und meine Lage beschreiben.
Je peux écrire des petites phrases simples sur où je habite et où je suis.

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Support for ELP developers

- The annotated version of the *Principles and Guidelines* (2004)
- The guide for ELP developers by Günther Schneider and Peter Lenz
- The bank of descriptors compiled by Günther Schneider and Peter Lenz
- The templates for language biography pages on learning how to learn and intercultural learning, compiled by David Little and Barbara Simpson
- All the above are available at the Council of Europe's ELP website (www.coe.int/portfolio)

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Workshop task

- Draw up a design brief for an ELP aimed at the learner group you are concerned with
- What will be your language(s) of (i) presentation and (ii) process?
- How will you organise your self-assessment checklists so that they facilitate planning and monitoring as well as self-assessment?
- How will you provide for recursive use in the language biography pages that deal with (i) learning how to learn and (ii) the intercultural dimension?
