Training teachers to use the **European Language Portfolio** Project C6 of the ECML 2nd medium-term programme (ELP_TT) Language in the ELP Language(s) of presentation and process; plurilingualism Radka Perclová Overview • Language(s) of presentation - language(s) used in the ELP • Language(s) of process - language(s) used when working with the ELP • Plurilingualism - a key concept of the CEF and the ELP

Current objectives • The objectives of CE language policy "it is only through a better knowledge of European modern languages that it will be possible to facilitate communication and interaction among Europeans" (CEF 2001, p.2; Recommendation R(82) 18 of the Committee of Ministers of the CE) · The objectives of language teaching to use the target language The crux of the problem • Learners' lack of ability to use the target language both receptively (e.g. to understand the descriptors of communicative activities) and productively (e.g. to reflect on their achievements and future plans) • The need to develop learners' use of their mother tongue Languages of presentation • The requirement to establish the European character of the ELP and to make the ELP accessible outside the territory for which it has been designed • ELPs should "adhere to terminological conventions, standard headings and rubrics as specified by the CE in at least one of the official languages of the CE (English or French) in addition to any other languages" (Principles and Guidelines 2000)

Languages of presentation

- In order to encourage target language use, some ELPs include goal-setting and selfassessment checklists in the various languages of the official syllabus
- The Irish ELP for secondary learners contains checklists in Irish, French, German, Spanish and Italian

Leibhéal A1 (Teastas Sóisearach)	an chéad sprioc eile agam	cé chomh maith is is féidir liom é seo a dhéanamh (breac sios dátaí)		
	agum	*	##	AAA
Tuigim focail agus frásaí bunúsacha fúm féin agus faoin teaghlach má labhraíonn na cainteoirí go mall soiléir				
Tuigim orduithe agus treoracha simplí sa seomra ranga agus ráitis shimplí a dhéanann an múinteoir				
Tuigim ainmneacha gnáthrudaí sa seomra ranga				
Tuigim beannachtaí bunúsacha agus frásaí gnáthchainte (mar shampla, le do thoil, go raibh maith agat)				
Tuigim ceisteanna simplí fúm féin nuair a labhraíonn na cainteoirí go mall soiléir				
Tuigim uimhreacha agus praghsanna				
Tuigim laethanta na seachtaine agus míonna na bliana				
Tuigim amanna agus dátaí				

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

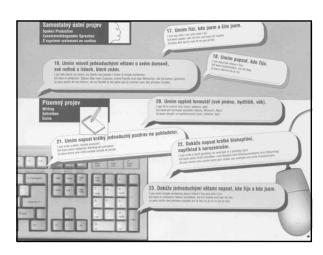
Niveau A1 (Junior Certificate)	mon prochain objectif	comment j'évalue ma performance (indiquez les dates)		
		*	AA	AAA
Je peux comprendre des mots et des expressions élémentaires sur moi-même et ma famille si on parle lentement et distinctement				
Je peux suivre les instructions de classe, les consignes et les remarques du professeur, si elles sont simples $$				
Je peux comprendre le nom des objects 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

Languages of presentation

- In order to encourage target language use, some ELPs include goal-setting and selfassessment checklists in the various languages of the official syllabus
- The Irish ELP for secondary learners contains checklists in Irish, French, German, Spanish and Italian
- The Czech ELP uses Czech, English, German and French + provides free spaces for any other language



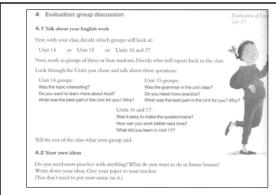


Languages of process • Reasons for the use of the target language: - Swain's (1985) Comprehensible Output Hypothesis - "to learn to speak we have to actually speak!" - "one must have, during language learning, the opportunity ... to find ways of expressing individual meanings" (Skehan 1998, pp.16, 18-19) Languages of process • Reasons for the use of the target language: - Language is not viewed only as a linguistic system, but also as a means of doing things and a means of self-expression (Tudor 2001) – Time of target language use increases Languages of process • Reasons for the use of the target language: - Even 7-year old learners can assess their work in each unit and colour in if it was OK, good, very good or excellent

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Languages of process

- Reasons for the use of the target language:
 - Even 7-year old learners can assess their work in each unit and colour in if it was OK, good, very good or excellent
 - 11-year olds can report in groups on a specific unit (e.g. if it was interesting, if they want to learn more about the topic, how they can work better next time, what they want to do in lessons)



Languages of process • Reasons for the use of the mother tongue: - Reflection can achieve a significantly higher level of sophistication - Reflection is more natural - Learners' ability to reflect develops more effectively Plurilingualism • Use of the target languages supports the CE concept of plurilingualism Plurilingualism • Competences in different languages are not separate Plurilingualism - "a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact" (CEF 2001, p.4)

Plurilingualism • Plurilingualism presents a challenge to language teachers but also a way to solve the problem of language use Development of plurilingualism should be taken on as a whole-school project **Questions for discussion** • How would you resolve the issue of the language use in your particular teaching/learning context? How would you help learners to develop their reflective capacities in the target language(s) they are learning? References • Skehan, P., 1998: A Cognitive Approach to Language Learning. Oxford: OUP. • Tudor, I., 2001: *The Dynamics of the Language Classroom.* Cambridge: CUP.