

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**

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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 self-assessment 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 (brac síos dáta)		
		★	★★	★★★
Tuigim focail agus frásaí bunúsacha fúm féin agus faoin teaghlach má labhraíonn na cainteoirí go mall soléir				
Tuigim ordúithe agus treoracha simplí sa seomra ranga agus ráitis shimplí a dhéanann an múinteoir				
Tuigim ainmneacha gnáthrudáil 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 soléir				
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)		
		★	★★	★★★
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

Languages of presentation

- In order to encourage target language use, some ELPs include goal-setting and self-assessment 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

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

Jazykový životopis
Language Biography
Sprachbiografie
Biographie Langagière

A 1

Rozhovory
Spoken Interaction
As Gesprächliche Interaktion
Frendly part à une conversation

11. Umím pozdravit a rozloučit se. Dokážu někomu představit.
I can greet somebody and say goodbye to them. I can introduce somebody.
Ich kann grüßeln, begrüßen und mich verabschieden.
Je peux saluer quelqu'un et dire au revoir. Je peux présenter quelqu'un.

12. Umím se zeptat, jak se někomu daří, a umím na podobné otázky odpovídat.
I can ask somebody how they are and answer similar questions.
Ich kann fragen, wie es jemandem geht, und auf solche Fragen beantworten.
Je peux demander à quelqu'un comment il se va et je peux répondre à des questions de ce type.

13. Umím si o něčem říci a umím reagovat na žádost něčeho jiného.
I can say for something and respond to somebody's request.
Ich kann mir etwas über mich und auf Bitten anderer reagieren.
Je peux m'en parler quelque chose et réagir à des demandes de quelqu'un.

14. Umím používat čísla a říci, kolik je hodin.
I can use numbers and say what time it is.
Ich kann Zahlen verwenden und sagen, wie spät es ist.
Je peux utiliser les nombres et dire quelle heure il est.

15. Dokážu si říci a věci v obchodě, pomáhám si při tom gesty.
I can ask for things in a shop using gestures to help me.
Ich kann mich im Laden durch Gesten ausdrücken, wenn ich nicht mit Worten und Bildern helfen kann.
Je peux demander des choses dans un magasin en utilisant aussi des gestes.

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, whom they know and what things they have and answer such questions.
Ich kann Menschen danach fragen, wo sie wohnen, wen sie kennen, was für Dinge sie haben. Seltene Fragen kann ich auch beantworten.
Je peux demander de la gens, habiter, qui ils connaissent et ce qu'ils ont, et je peux répondre à des questions similaires.

Samostatný ústní projev
Spoken Production
Zusammenhängendes Sprechen
S'exprimer oralement en continu

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

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

19. Umím mluvit jednoduchými větami o svém domově, své rodině a lidech, které znám.
I can talk about my home, my family and people I know in simple sentences.
Ich kann über meine Wohnung, 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.

Pisemný projev
Writing
Schriftliche Form

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

21. Umím napsat krátký jednoduchý pozdrav na pohlednici.
I can write a short, simple greeting.
Ich kann einen einfachen Grußbrief schreiben.
Je peux écrire une courte phrase simple de poste.

22. Dokážu napsat krátké blahopřání, například k narozeninám.
I can write a short greeting, for example to someone's birthday.
Ich kann eine kurze Glückwunschkarte schreiben.
Je peux écrire une courte carte pour quelqu'un, par exemple au sujet d'un anniversaire.

23. Dokážu jednoduchými větami napsat, kde žiju a kdo jsem.
I can write simple sentences about where I live and who I am.
Ich kann in einfachen Sätzen schreiben, wo ich wohne und wer ich bin.
Je peux écrire des phrases simples sur le lieu où je vis et sur ce que je suis.

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

3 What are you doing? Write the answer.



stirring
cutting
tasting

My work is ...



My teacher says _____ twenty-nine 29

S. House and K. Scott, *Story Magic 2*, Activity Book, Oxford: Macmillan, 2003

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)

4 Evaluation: group discussion

4.1 Talk about your English work

First, with your class, decide which groups will look at:
Unit 14 or Unit 15 or Units 16 and 17

Now, work in groups of three or four students. Decide who will report back to the class.

Look through the Units you chose and talk about these questions:


Unit 14 groups: Was the topic interesting? Do you want to learn more about food? What was the best part in the Unit for you? Why?	Unit 15 groups: Was the grammar in the unit clear? Do you need more practice? What was the best part in the Unit for you? Why?
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Units 16 and 17:
Was it easy to make the questionnaire?
How can you work better next time?
What did you learn in Unit 17?

Tell the rest of the class what your group said.

4.2 Your own ideas

Do you need more practice with anything? What do you want to do in future lessons?
Write down your ideas. Give your paper to your teacher.
(You don't need to put your name on it.)



A. Littlejohn and D. Hicks, *Cambridge English for Schools*, Student's Book One, Cambridge: CUP, 1996

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.
