The European Language Portfolio in use: nine examples

edited by
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The concept of the European Language Portfolio is at once simple and comprehensive:

- a **language passport** that summarizes the owner’s linguistic and cultural identity;
- a **language biography** in which the owner captures his or her experience of learning and using second/foreign languages and encountering other cultures;
- a **dossier** that contains evidence of the owner’s language and intercultural proficiency.

This combination of simplicity and comprehensiveness no doubt helps to explain the enthusiasm with which the ELP is being taken up in increasing numbers of Council of Europe member states, especially under the impetus of the European Year of Languages (2001). At the same time, even in countries where it has been extensively piloted, there are still many language educators for whom the ELP remains an abstract concept. This collection of brief reports, with illustrations drawn from the ELPs of actual learners, is designed to make the abstract more concrete.

The nine reports, which come from seven Council of Europe member states, were received in response to a general call sent by e-mail towards the end of 2001 to all coordinators of ELP pilot projects and all participants in the first pan-European ELP seminar, held in Coimbra in June 2001. The reports fall into two categories. On the one hand we have those that describe and illustrate pilot projects – from the Czech Republic, Finland, Greece, Ireland (Barbara Lazenby Simpson), Russia and Switzerland; on the other, we have reports from individual teachers on how they use the ELP in their classrooms – from France (Thérèse L’Hotellier and Elizabeth Troisgros, Déborah Mullois) and Ireland (Eilis O’Toole). The reports illustrate some of the diversity of ELP design and implementation. At the same time, they all show learners engaged with their own learning through self-assessment and the other reflective activities that underpin effective ELP use. They show, in other words, that in very different educational contexts, the ELP can support the development of learner autonomy.

Only two of the reports mention the ELP’s reporting function. Teijo Päkkilä describes how at the end of the three-year pilot project in Finland school-leavers turned their “process” ELPs into “product” ELPs that they could use to display their proficiency in second and foreign languages; and Barbara Lazenby Simpson notes that the Standard Adult Passport is a most effective reporting tool for adult migrants who are seeking employment in the host community. For the rest, the focus is entirely on the ELP’s pedagogical function, especially its capacity to help learners to engage with their own learning. But this is surely as it should be; for the ELP can plausibly claim a valid reporting function only when it has established itself as the preferred tool for promoting reflective language learning in mainstream education. What is more, it is likely to be widely used as a tool for promoting the lifelong development of plurilingualism and recording language and intercultural competence gained outside formal education only when it has established itself as the preferred means of reporting language and intercultural competence gained within formal education. Clearly, we are a long way from achieving these ambitious goals, but the first steps illustrated in these pages are heartening in their confidence.

These nine reports will be of interest to those already working with the ELP because they confirm a high level of unity in diversity as regards implementation and learner response. They will also be of interest to those who want to know more about the ELP, especially about how its pedagogical function can be realized in classrooms. I very much hope that readers will find the same encouragement in the reports as their editor.
**The ELP pilot project in the Czech Republic**

Sylva Nováková and Jana Davidová

**Introduction**

The ELP was introduced in Czech schools by 53 teachers. During the experimental phase from April 1999 to June 2000 it was used by 902 pupils, aged between 8 and 15. All participation in the project was on a voluntary basis.

We took part in the seminars and workshops on ELP-related issues held at the Ministry of Education, Youth and Sport and chaired by Radka Perclová, the national project coordinator. She succeeded in establishing an atmosphere conducive to much fruitful, formal and informal discussion. The majority of participants were clearly enthusiastic not only about having access to an effective teaching tool which could answer modern needs, but also about making an effort to understand the entire ELP “philosophy” and finding means of introducing it and actually using it in a classroom context. At the same time, it could also be seen that some of our fellow teachers lacked empathy for the concept, perhaps because they were too attached to stereotypical educational practices, the basic principles of which are unfortunately often in direct contrast with those underlying the ELP. A large part of this lack of understanding could be attributed to the fact that some colleagues regarded the ELP as an extra workload additional to their teaching duties. We believe that these two attitudes give a good indication of how teachers will perceive the ELP in future.

**The ELP model used in the Czech Republic**

The developer opted for a hard-backed ring-binder of the standard format used in schools, into which pages can be inserted. The graphic design and style of drafting are interesting and clear. The dossier part is practical: it is easy to handle for learners and enables them to keep all their papers in good condition. The version originally developed was modified (as regards certain details) in the light of experience amassed during the pilot project phase and of recommendations made by the Council of Europe’s ELP Validation Committee.

It is clear that the developer principally had the ELP’s pedagogic function in mind. Adaptation of the initial model therefore proved necessary to make it accessible for children up to the age of 11. The wording and graphics were simplified so as to suit children in this age group. The pilot project ELP – or rather the third version developed, which has been validated by the Council of Europe – is now targeted at learners in the 11 to 15 age-bracket. Its specific design features are as follows:

1. The ELP is closely linked to the school curriculum while allowing for children’s extra-curricular activities. Learners are encouraged to seek opportunities to use languages, and respect for different cultures is inculcated.
2. All the comments and instructions in the ELP have been translated into English, French and German, with the aim of promoting foreign-language learning in our country.
3. The objectives set in the official Council of Europe documents are followed. The ELP is also regarded as an excellent means of learning to learn.
4. The ELP booklet includes a number of blank pages, which the learner can use to note what else he or she can do, according to his or her needs.
5. The “My notes” section should ensure that learners have enough room for their own thoughts about their progress in acquiring language skills.
6. Page 7 asks the question “How do I assess my language proficiency?” The learner completes a table, entering the date on which he/she succeeded in doing the language biography tasks in the column corresponding to the level attained. The following page contains an identical table, which the teacher completes in the same way but from his/her standpoint. These two pages constitute a form of mutual feedback between the learner and the teacher.

**The ELP in a school context**

At the 21. ZŠ Slovanská alej school four teachers of English, German and French participated in the pilot project. One has since left to join the Faculty of Education in Plzen but has...
monitored the entire project and continues to work with the school on teacher training aspects of the ELP. Our present contribution will focus on use of the ELP by a primary-school class learning English.

The children have been using the ELP for almost three years now. In general, it can be seen that they are well familiar with the portfolio and regard it as an integral part of their language learning inside and outside school, doubtless because their teacher had accustomed them to self-assessment before the ELP was introduced. The proof of this lies in the ease with which they use the portfolio and their understanding of how the three parts are interlinked. The pupils bring their ELPs to school roughly once a month, but the principles are applied constantly during English classes. Given the children's age (11) and the fact that virtually no other teachers have adopted this approach, they need assistance in clarifying their ideas and expressing (or rewording) their conclusions concerning their autonomous learning process.

Some learners use the ELP intensively, while others make moderate use of it. Some concern themselves with it only when they have to bring it into school. One pupil initially rejected the ELP, but after some months followed his classmates' example. Otherwise, the materials have been well accepted by both pupils and parents. We also noted an interest in the ELP among some of our fellow teachers, who introduced other groups to the principles.

We recently asked a group of learners three questions. These questions and the learners' replies are set out below.

1. Do you find that the ELP helps you to learn foreign languages and how?
   “Yes, I can assess what I know how to do.”
   “Yes, when I write down everything I can do.”
   “Yes, it helps – I can assess myself.”
   “Yes, it helps me to talk about myself.”
   “Yes, I know where I stand.”
   “No.”
   “I don't think it helps very much.”

2. Is everything in the ELP clear or do you need your teacher’s help? If you do, what with?
   “Never.”
   “I only need the teacher's help from time to time.”
   “Everything in the ELP is clear for me.”
   “No.”
   “The ELP is perfect.”
   “I understand everything.” [two learners]

3. What is missing from the ELP? What would you like to improve?
   “I would like more tasks and pictures. There could be less self-assessment.”
   “Work with it more.”
   “I find nothing is missing.”
   “More entertaining things.”
   “Nothing.”
   “I like it as it is.”
   “I would include a song.”

These replies mostly confirm what has been said above and show an additional advantage of the ELP: young children find it entertaining, which is highly motivating for them. This means that the idea of focusing on the learner has had a favourable impact on the learning process.

Sample ELP pages
Example 1 shows a learner’s checklist of learning goals: I want to learn to read simple phrases in English; talk about myself; make a crossword; understand a foreigner speaking English; make a large crossword. Example 2 shows a page of descriptors (level A1) and the dates when the learner judged that they had been achieved. Example 3 shows one of the dossier pages where learners can record things they can do in their target language(s). Example 4 is a learner’s self-description, included in the dossier. Examples 5 and 6 show two dossier pages created on the basis of a meeting with a native speaker.
Example 3

Example 4

Pomocná osnova k vedení poznámek rozhovor s anglicky mluvícím cizincem

1. Jméno
   KRISTÝNA 20 let

2. Země, místo, odkud pochází
   Germany

3. Rodinu
   Její v současnosti jen otec a matka.

4. Škola, studium, práce

5. Zájmy, volný čas
   She plays the piano.

6. Ostatní získané informace
   She likes spaghetti.
   Her favorite food is in 24th August.
   She was in Italy, Belgium.
   She likes dancing.
Worksheet
Meeting an English-speaking foreigner

1. Name
   Christine

2. Country, town
   Germany, small town near Hamburg, 900 people

3. Family
   Family:
   - sister: SONYA
   - two grandfathers
   - one grandmother
   - mother, father

4. School, study, work
   - she helps handicapped people
   - homeless
   - learns English and Spanish
   - danced in school musical
   - she plays the piano
   - she likes dancing
   - she plays football
   - she likes classical music
   - she likes spaghetti
   - her birthday is on the 28th August
   - she was in Italy, Belgium, Austria, and other countries
   - she swims in Atlantic Ocean
   - she likes good food preparation
   - she goes with friends to party
   - friends like cycling
   - she doesn't like meat
   - very well OK

5. Hobbies, free time
   Very well
   Not very well

6. Other information
   She lives in a village
   900 people
   Near Berlin
   She likes English and Spanish
   She plays the piano
   She likes dancing
   She plays volleyball
   She likes classical music
   She likes spaghetti
   She was in Austria, Belgium, Italy and other countries
   She has got computer in Germany
   She was in Atlantic Ocean
   She doesn't like meat
   She gets wet
   Passed a meat and food preparation
   With friends, sports
   Parents like cycling

Example 5
Example 6
The Finnish ELP pilot project for upper secondary schools

Teijo Päkkilä

The Finnish pilot project lasted three years, from 1998 to 2001, which allowed us to explore the pedagogic and reporting functions of the ELP through the whole upper secondary school cycle. We wanted to focus particularly on the role of the dossier and ways of linking it with the language biography and language passport through self-assessment and reflection on language and learning experience. We were also concerned to use the pedagogic function to integrate the ELP with regular, everyday classroom work. To emphasize this aspect, we began to use the notion of “portfolio-oriented language learning” with the students, to replace our previous (narrower) concept of “portfolio assessment”.

Pedagogic function – reflective learning in the classroom

Learning to reflect on one’s own learning plays an essential role in promoting lifelong learning as it provides the necessary tools for monitoring progress, discovering suitable learning techniques, and developing self-awareness and meaningful self-assessment. For these reasons we wanted to teach reflection skills in our pilot project. To begin with, students found it difficult to understand the significance of reflection for their language learning. However, once they became more aware of their language learning processes they realized the importance of being able to make important decisions about their learning.

One of the basic tools for teaching reflection was a simple notebook which the students used for reflecting on questions raised by their teachers. We attempted to design the questions so as to provoke the students to reflect on different aspects of their learning, occasionally even approaching familiar things from new perspectives. At the end of the first pilot year the students (and teachers) were somewhat frustrated with reflection as we had practised it. The main reason seemed to be that teachers were not able to direct their students’ attention systematically to relevant aspects of the work. Another (though less important) reason was lack of coordination: students were given the same questions by different teachers.

As a result of joint planning we came up with a procedure that supported the students’ growth as language learners and attempted to recognize their past experiences and future plans. We designed a number of questions that focussed on consecutive themes during the successive six-week periods of study in the Finnish upper secondary school, aiming at a meaningful progression of the themes:

- Course 1 (1st year): the student’s role and responsibility as a language learner
- Course 2 (1st year): social responsibility as a group member
- Course 3 (1st and 2nd year): different personal working techniques for the student as a learner
- Courses 4–5 (2nd year): learning peer- and self-assessment
- Courses 6–7 (final, 3rd year): being goal-oriented in one’s learning and life

The following quotations illustrate the development of students’ reflective skills:

- What kind of language learner are you? (after Course 1)
  “Well, a language learner... during the lessons I don’t usually get new things right away, but it’ll come to me gradually and when I get it. I like doing some exercises. The texts are easy if they are understandable and interesting."

- Reflect on your strengths as a language learner (after Course 3):
  “My oral skills are improving all the time but there is still a lot to practise. Writing goes fine as well because we’ve practised it well at school. My listening comprehension hasn’t worked out so well, so I’ll need more rehearsing. I’ve studied grammar better than ever, so I hope it’ll contribute to my grammar exam mark. It should go better than the previous one. I’ve nothing to comment on my oral production since I tend to be rather shy during lessons. One’s vocabulary is never perfect but it has become a bit more extensive once again. I’ve tried to be more active during the lessons, nobody knows how much it has benefited me.”

Reflection was regularly combined with peer- and self-assessment. We discovered, in
fact, that it was difficult to distinguish clearly between assessment and reflection as they supported each another. Learning to be more reflective in general contributed to the students’ abilities to assess their language skills, to set goals for their learning and to gain a deeper understanding of the CEF. Becoming more aware of one’s skills, strengths and weaknesses obviously helped to clarify the goals of learning.

The ELP as part of regular classroom practice

The ELP was always integrated with the daily work of our language classrooms. According to our approach, the dossier had a central role in the process. We also made regular use of the self-assessment grid and the CEF to set further aims for learning. The students made individual action plans on the basis of their self-assessments and reflections carried out at the end of each course. Some of the action plans were quite modest at first, depending on the students’ ability to reflect on their learning. The students worked on their assignments and got individual guidance from the teachers. Teachers also provided regular written feedback in their comments on the students’ progress and gave specific advice about how they might proceed. At the end of each six-week period, the students reflected on their course work by presenting their assignments and working processes either in small groups or to the whole class. The explicit tutoring clearly enhanced the development of students’ reflective learning skills over the years.

The reporting function of the dossier was practised systematically. At the end of each course the students chose the assignments they wanted to leave in their dossier to be evaluated. They first presented their dossiers orally in their peer groups, justifying their choices. After that they exchanged dossiers with their neighbours and assessed each other. The assessment process was facilitated by the teacher, who gave instructions about what features to evaluate each time. Peer assessment proved to be very significant and meaningful for motivating reflective learning. Finally, having received their own dossiers back, the students reflected on their work and assessed it on their own. The dossier also included self-assessment carried out with the help of the self-assessment grid and the check-lists. It was only after this peer and self-assessment process that the teachers gave their feedback in the dossiers and guided the students’ action plans further, thus facilitating their learning processes and supporting their autonomy.

The final reporting of the ELPs at the end of the school

Before leaving school the students came together for a day to summarize their ELPs over the three years of upper secondary school. The purpose of the day was to explore the potential of the ELP as a school-leaving reporting tool and to give the students an experience of how they might update their ELPs in the future on their own. They were asked to bring all the material related to their ELP work, including the relevant assignments, reflection notebooks and any other evidence of their foreign language skills.

We guided them to start the work with their language biography. They reported their biographies including the relevant socio-cultural experiences in each foreign language they knew. Then they assessed their skills in each language using the self-assessment grid and the checklists, if needed, and filled in the written self-assessment part concerning the role of the foreign language in their lives. The students found that their previous experience of regular reflection was very helpful for their work with their language biographies.

The students converted their working dossiers into reporting ones by selecting, according to the instructions given, one or two assignments in each foreign language. The task of selecting the most informative and important pieces again demanded reflective skills. We emphasized to the students that they could still change the contents of their dossiers according to the purpose for which they wished to use their ELPs. We further guided them to reflect on each assignment submitted by using the open-ended reflection form in the Finnish dossier, asking them also to outline their follow-up aims concerning the language in question.

The final document to be filled in was the language passport, which gave a summary of the information put together during the day, including the various self-assessments of language skills.

Summarizing the whole three-year period of developing and reporting on language skills in one day was an exhausting task for both the students and their teachers. However, such an intensive day gave the students a comprehensive overview of how to work with their ELP in the future and crystallized the concept of the ELP as it had been dealt with as a whole.
Oddly enough, the students didn’t find the day demotivating, but they did point out that the quality of their work suffered because they had too many tasks to do. The teachers had similar thoughts about too much work but were also satisfied with how concrete the ELP became that day.

**Sample ELP pages**

Example 1 reproduces a learner’s reflection at the end of a six-week period of learning. It shows how reflection acts as a tool to support learning, monitor progress, set follow-up aims, and develop self-awareness and meaningful self-assessment. Example 2 reproduces the teacher’s feedback on the learner’s reflection.

Example 3 shows peer assessment, again carried out at the end of a six-week period of learning. The English translation of the comments is as follows:

- Your pieces of work show that you’ve managed to get on paper all that you wanted.
- You have a good command of writing long sentences. You can use very difficult words well and you complete and clarify your text with appropriate adjectives. You are good at writing factual texts.
- I consider the work entitled “A short look at the teenage music in the 50s, 60s and 70s” the best.
- Why is it the best? In fact, I didn’t read the others, but this by itself was very versatile and gave me a lot of further information. Your pieces of work tell about your commitment and the pictures illustrate well the idea in the text. Very well done!

When the students converted their working dossiers into reporting dossiers, they were allowed to retain one or two assignments in each foreign language for their final school-leaving dossiers (Example 4). An open-ended reflection form was filled in for each piece of work chosen (Example 5).
| ENGLISH | Commitment: All the other school subjects have laid such a strong pressure on me that at times my commitment has been on a quiet (stirring) ground but especially on weekends I did not have time to focus on the part-time work, so
|         | I am very happy with the grade I have worked quite a lot for them and succeeded in doing most of the subjects as I expected to or better. Satisfaction: I am pleased with my work although I would like to maybe try to do some work on tapes or video in the next course, it would be a nice idea to transform the "language project" into the "language balance" and it might be a lot of fun.
|         | Motivation: My level of motivation hasn’t altered in this course although my small project on reading English books as an experience a setback.
|         | Timing: I think I got it right in this course.
|         | language, some figures of speech did become clearer.
|         | The mark grade 166 I like to get from this course: 10.
|         | Why: Basically I think that I have understood all the basics under control and also some little tricks how to make the texts seem more like they are written by some one English person but I still don’t see a lot to learn! I like English a lot and it is a part of my life as the TV’s main language and from books but I am still sorry that I haven’t been really active during lessons so that is a minus on my record.

Example 1
You do have all the basics under control, but I'm equally glad that you've got the thirst to know more, learn more. Basically, English is something that one may study indefinitely, and as one learns one merely learns that there is still lot to learn.

Your course grade 10.
We are over 6,000,000,000

Look at the figure above and think. Do you honestly feel that 30 per cent of the earth’s surface, which is 200 square miles, can manage with such an amount of people trampling on it? And it’s getting worse.

Natality in Europe is going down. Youngsters will rather have a successful career or share their lives with business and family. Contraceptives have also become more various. It’s almost considered old-fashioned if a man buys condoms and a woman takes pills, because she can as well take a pill tomorrow, in case such a doubt that she might be pregnant. I guess I don’t even have to mention how easy it is to have an abortion.

At the same time the people in the developing countries do what we leave undone, doubly. Even though a big percentage of them die early for plenty of reasons, on average they have much bigger families than in Europe. But for them children aren’t a barrier, which would keep them for having a life full of glamour, but a helping hand in continuous search for food.

I find it somehow ironic that there, where the odds of surviving are the smallest, people seem to have a strong belief in life.

214 words
The “Portfolio attitude”: using the ELP in a French technical secondary school

Thérèse L’Hotellier and Elizabeth Troisgros

To begin, it’s important to say that from the word go, we have been convinced that something must “turn up”, that a new approach is necessary to language teaching and learning. We teach English in a technical secondary school, and many of our students encounter difficulties in general subjects, particularly in languages. The reason for this is very simple. They don’t like learning English, Spanish or German. As time passes they have become less and less motivated and more and more passive. They just wait for the teacher to put on a more or less exciting show. They are spectators not participants, and if they fail they tend to blame the teacher. We are all familiar with that excuse, yet we can’t seriously believe that teachers are all bad at their job, that our text books are no good, or even that students are worse than they used to be. We have noticed that when they are given what they consider to be an interesting topic to study, they are quite capable of providing the expected answers.

So, are motivation and interest the key to success? In part, no doubt, but many students still consider that it is up to the teacher to find something interesting for them to do, and coming up with subjects likely to captivate teenagers can be a real headache. Motivation has to run much deeper. Learning can’t only be sitting quietly and ingesting what the teacher sets before us. Learning requires an effort from the learner and also the possibility for the students to make choices and decisions about their learning so that they can find a real interest in what they are doing and become actively engaged in the learning process. In this ideal situation the teacher becomes a guide who accompanies and assesses learning activities with the students. But how does one reach this degree of student involvement and autonomy?

When we first received the European Language Portfolio at our school, we were all quite enthusiastic as we considered it a ready-made tool for self-assessment, which is surely one of the first steps towards learner autonomy. We duly handed it out to our classes, presented them with a few examples of how to fill it in, and then waited for the miracle to take place. After the first month, when we tried to check the results with our “seconds” during module sessions, we realized that nothing had changed. The students had seemed quite interested in the idea, but it was clear that without further involvement on our part the ELP was just going to be one more copybook which no student would open by himself.

Fortunately, at this point we were able to attend a three-day seminar with David Little on “Learner autonomy and the European Language Portfolio”. Thanks to this we realized that the ELP can only come into its own when combined with a communicative approach to language teaching based on learner choice, learner responsibility for learning, and learner self-assessment. But self-assessment can only be carried out effectively once learners have become really involved in the learning process and once they have worked out for themselves what they want to achieve in their language learning. We had been putting the cart before the horse. 1 It seems to us that the ELP cannot easily be combined with classical teacher-centred methods. Autonomy really is the key word, but it has to be put into context. Learning has to become part of what the students really are.

We came back from the seminar full of enthusiasm, but the problem was how to put these new ideas into practice in the middle of a school year and within the confines of a relatively rigid system, with a textbook and a set curriculum. Rome wasn’t built in a day. We decided to try first with our “seconds” in modules, as it is more practical to cope with smaller groups. We also thought it would be more sensible to start with these first years in order to get them used to the method from their arrival at the lycée.

We have to admit that it hasn’t been easy. This approach requires us to speak the target

1 It seems important to point out here that we found the guide to using the ELP written by David Little and Radka Perclová an invaluable source of information. To our knowledge, it was not distributed systematically in the schools in our area which received the ELP. We feel that it should have been, as it would have enabled many colleagues to understand the philosophy behind the ELP, rather than rejecting it.
language all the time. The received wisdom in language teaching in France at the moment is that the teacher should speak the target language as much as possible, but any tricky bits like grammar should be explained in the students’ own language. How were we to get round things like this?

It seemed vital to try and explain to our students what we were intending to do. Thérèse L’Hotellier bravely took the bull by the horns and in English worked with her students to reflect on what effective learning meant to them and on the advantages of only speaking English. She explained to her students in English what she expected from them and why she wanted them to take more responsibility for their learning. She noticed that while she was speaking all the students were making a real effort to understand, and she emphasized that this was the only way to progress. She concluded by asking all her students to write down on a piece of paper what they thought about this and was pleased to see that there were no negative answers. The consensus was that it was difficult but worth trying.

The next step was to get students to reflect on their attitude towards learning. Thérèse L’Hotellier picked out a few striking sentences she had noted down during the seminar. She then asked her students to get into groups of three, the only condition being that the groups had to be mixed. Each group had to choose a leader who would be responsible for allotting a different task to each group member. This was seen as a first step towards responsibility and autonomy. Each group was given a sentence which they were then asked to explain and comment on in English. They worked to produce posters summarizing their ideas. They were allowed to consult dictionaries or ask the teacher for help, but the ideas had to be their own. The teacher underlined any mistakes but it was the students’ task to correct them. The results were rather good. The students treated the activity as a game at first but respected the contract to speak in English. Each group had to report on its conclusions to the others, which produced quite a debate. The resulting posters were then stuck up on the classroom walls. Each group leader also typed up a copy of the group’s ideas to be included in the ELP (see examples on pp.15–17).

In another session, Thérèse L’Hotellier asked her students to define what they enjoyed and what they didn’t enjoy in language learning and to make a list of possible activities based on the activities they thought they would enjoy doing. She advised them to consult the ELP to get ideas about tasks which would incorporate the four skills. The activities suggested included: write a play, a poem, a story and perform it; invent a game based on the TV show The Weakest Link; write letters to pen-friends; chat on the web; listen to songs and find the words; watch films in English; read books; organize debates. Interestingly, this provoked a great deal of comment from other students using the same classroom. The next step will be to let students choose an activity and then link it to the ELP.

Elizabeth Troisgros took a slightly different approach. She had been working on a grammar point, the difference between the past simple and the present perfect. It was getting to the point where classically the teacher summarizes what has been covered and writes it on the board for all the students to copy. Instead of doing this Elizabeth Troisgros asked the students to work in groups and produce their own grammar lesson on a poster, using their understanding of what we had done together and their text books as an extra resource. The only guideline was that they were doing this “lesson” for all the other students in the class, so it had to be as clear and complete as possible. Every single group produced a poster which was more or less complete according to the students’ level; but what was remarkable was that most of them contained correct information. In the next session they had to exchange posters so that other groups could correct them if necessary. In the meantime some groups had even gone away and typed their posters onto A4 paper, which they asked their teacher to copy and distribute to every member of the class. After time for correction, they copied their group’s “lesson” and put it into their ELP dossier as an example of their first autonomous production. The activity was used as a springboard to talk about the autonomous approach, with most of the students agreeing that they had felt very involved in this activity and hadn’t felt as if they were “studying grammar”.

The feedback from these activities was very positive and seemed to foster a good group spirit, but how could we go further? We decided that the first step should be to create a different and more flexible linguistic environment. Our timetables were organized so that we were both teaching our two “second” classes in modules at the same time. We obtained the use of a very large classroom di-
You can do anything
during the English Class...

<table>
<thead>
<tr>
<th>do</th>
<th>don't</th>
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</thead>
<tbody>
<tr>
<td>- do your homework during your free-time</td>
<td>- don't speak French during the English Class</td>
</tr>
<tr>
<td>- listen to English music and study it</td>
<td>- don't sleep in class</td>
</tr>
<tr>
<td>- do funny and interesting activities</td>
<td>- don't be absent-minded</td>
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</tbody>
</table>

the only way to progress is to get into the language

It's more pleasant to use the English language, when use like the activities and when we choose it. In the future, you will like the language and the activities because you will use English more often and it will give you more proficiency, you will have pleasure when speaking.

Consequence:

You will be able to speak easier with English pen friends or with any people in different counties when you go on holiday.

- You choose the activity
- You like doing it and you speak English
- You make progress
- It gives you more proficiency

A MIXED GROUP IS THE MEANS GETTING THE STUDENTS HELP EACH OTHER:

- This idea is very good because it's an other solution to progress.
- It's a good idea because the best students can help the students in difficulty.
- The good students can progress because they speak English all the time to explain to the pupils who are in difficulty.
- Everybody has different ideas so we get more arguments.
- The good students can help the pupils in difficulty because they can find interesting subjects.
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- The good students can help the pupils in difficulty because they can find interesting subjects.

ITS ONLY BY SPEAKING ENGLISH THAT YOU CAN PROGRESS

- I think it's a good idea, but it's important to, keep a written track too.
- In my opinion, speaking English will help me to memorize the vocabulary.
- To my mind, it's the only way to learn and to speak better.
- It seems to me it's a good idea to-work in autonomy.
- As for me, it's the only way to find more ideas.
- From my point of view, it's a very good idea but it's very difficult for me, but it's worth trying.
To make progress, you have to be conscious that you are responsible for your learning.

To be responsible you must:
- Learn English lessons and irregular verbs.
- Watch English T.V.
- Read books in English (Comic strip, Novel...)
- Participate in class, answer the teacher’s questions.
- Learn lessons at home for 1 or 2 hours.
- Speak with English students on the Internet.
- Translate the difficult vocabulary with the help of dictionary.
- Listen to English music on the radio.
- Use the Portfolio.
- Have an English penfriend.

If you are responsible, you make progress in English.

Consequences of this new attitude

More autonomy  More work  More responsibility

Better results

TO MAKE PROGRESS, YOU HAVE TO BE CONSCIOUS THAT YOU ARE RESPONSIBLE FOR YOUR LEARNING

If you don’t work at school you can’t say that the teacher is responsible because you are responsible.

You don’t work for your teacher but for yourself.

You have be aware of your own responsibility but you must work too to make progress.

To be responsible, it’s to be free!
vided by a partition so that we could create a large space to work with two groups at the same time. After raiding the school cellars we found a number of cupboards and storage cases which we filled with a large selection of different activities concerning written comprehension, oral comprehension, oral expression and written expression, all based around grammar points and functions and notions on our programme. A certain number of these activities were suggested by the students as being things they enjoyed doing; for example, games or a comprehension exercise based on listening to a song. We also provided material of varying difficulty so that students could work at their own level. We persuaded the headmaster to have the room redecorated, but we allowed the students to bring in any posters or maps or documents to stick on the walls. We are lucky as we already have a language lab and a computer room with 15 computers with Internet access and the CD English course *Tell me more*, all in close proximity to our big teaching room. However, our major investment has been time rather than money.

So how does our system function in practical terms? Within the constraints of our programme, it seems difficult for the moment to let the students decide for themselves which points of grammar or functions they want to study, but we leave them free to choose how they will reach the objective which we have defined together. Each student has an individual progression sheet on which he or she notes the activities that have been chosen with the date and individual assessment: “I can do this correctly with a lot of help/some help/no help” – the aim being to transfer these assessments periodically to the ELP.

The problem we noticed at first was that students automatically headed for written exercises, so we agreed with them that each student will undertake to do at least one activity from each of the four skills, within a certain number of sessions. They also all tend to want to use the computers or the language lab, so we have to keep a check on this. One teacher stays in the big classroom with a group while the other goes with students to the computer room or the lab. It isn’t possible to have all three rooms running at the same time.

It is too early to comment on the results we are obtaining, but we feel the initial work has been worthwhile as our classes look forward to these sessions and are very keen to speak English with the American assistant. These are small signs and modest beginnings, but the students feel that we are taking their wishes and difficulties into consideration and they enjoy interacting and correcting each other. It is difficult because we have to really insist that the students speak English all the time, but after only two weeks of this new way of working we have noticed better comprehension and a more attentive attitude in class.

The classroom has become a new environment where the students naturally switch over to English. It is a gradual process, but well on the way to becoming an accepted fact among the students. They now speak in a more natural way, as if they were conversing with an English person rather than a teacher. We hope we will be able to transform English learning from a chore into something they really want to do, because they can see they are making progress and because they are capable of analysing their own progress. For us this sums up the “Portfolio attitude”.

Using the ELP to plan and evaluate language learning: an example from a French secondary school

Déborah Mullois

This article summarizes how the ELP was used to plan and evaluate the writing of a detective story as a whole-class project. The students concerned had been learning English for two and a half years.

1. Half of the group played a game called “It might have been murder” (No.6-3 in Activity Box) with the assistant. It’s a game of deduction similar to Cluedo. The other half of the class stayed with the teacher and talked about a man arrested by the police (in TOP, Unit 4, p.33). After 25 minutes the groups swapped. They were given a “descriptions quiz” for homework.

The ELP checklists were used for self-assessment: spoken interaction (A1-A2, §§2, 3, 5) and listening (A1-A2, §§4, 5)

2. The pupils played bingo with part of the story the teacher had cut out and laminated. The pictures and texts were extracts from the book Detectives from Scotland Yard (Longman Structural Readers, Stage One). For this game, one pupil reads a paragraph aloud to three others, who have to find the corresponding picture on a grid of six.

ELP checklists were used for self-assessment: listening (A2-1, §§2, 5, 7, 8, 9 and A2-3, §3)

For homework pupils had to read the complete book and fill in a page of questions about it (Example 1)

ELP checklists were used for self-assessment: reading (A2-2 and A2-3, §1)

3. We discussed in English how the pupils should go about writing their story and they made two posters summarizing the different elements necessary to make a good detective story and the different stages in the process (Example 2)

Nothing was found in the ELP checklists to support self-assessment

4. Each group of four pupils invented the characters of their story: a detective, a victim, a witness, and two or three suspects (one guilty). They were asked to draw them and give a written description of each (Example 3).

ELP checklists were used for self-assessment: written production (A1)

Homework was to write a letter about themselves to their English pen-friend (all pupils have one) (Example 4).

ELP checklists were used for self-assessment: written production (A2-3, §1,3)

5. The pupils constructed their plot and were asked to present it in a grid (Example 5)

ELP checklists were used for self-assessment: written production (A1)

6. The pupils wrote a summary of their story. The teacher gave no instruction concerning the tense to be used. Some wrote very short sentences (Example 6), while others wrote one long paragraph, either in the present tense (Example 7) or in the past (Example 8).

ELP checklists were used for self-assessment: written production (A1 and A2, §2 or A2-3, §§4, 5)

7. The summaries were read to the class. This took 50 minutes.

No self-assessment was made

8. The pupils’ next task was to compose the dialogues between the detective and the suspects. Some were written in the present tense (Example 9), some in the past (Example 10)

ELP checklists were used for self-assessment: written production (A1, §1 and A2, §1)

For homework pupils had to complete unfinished dialogues.

Further steps to be undertaken:

• Write the different chapters of the story
• Print it
• Record it
• Act it in a play
• Make up a test:
  1. Find the title
  2. Fill in the gaps
  3. Put things in the right order
4. Describe characters  
5. Write the ending of a story

- Another test might be:
  1. Reading comprehension  
  2. Right or wrong? Justify  
  3. Put in the past tense  
  4. Link pictures and sentences  
  5. Give the answers to these questions

- Self-assessment:  
  What have you learnt to understand, say, read, write?

- Read the more advanced Sherlock Holmes Short Stories (OUP) and do all the pre-reading activities and tests.

Example 1
How to write a detective story

1) The plot
   - you must decide the answers to these questions:
     Who?  killed/murdered
     Where?  decide where and how the victim is discovered
     Why?  2 or 3 possible motives (jealousy, revenge, money, ambition, bad conscience)
       a disturbing witness
     When?
     How?  weapon
       accident (was the crime committed disguised)

N.B. Mix up the truths
N.B. Choose a point of view, the detective, the suspect, witness...

Stages

1) Invent the characters
2) Build the plot with all the necessary elements
3) Write the summary
4) Present the text to the class
5) Write about the unfolding (dialogue)
6) How to start the story
   - somebody in everyday life discovers the body
   - a few details about the guilty person
7) Invent maintain the suspense

Example 2
Friday, January 15th

Perrine Bignon
Saint Laurent du Mont
16340 CAMBREMER
FRANCE

Dear...

I am Perrine, I am 13, I have got two legs and two arms and I am your penfriend. I live in St. Laurent du Mont from 15 minutes to Lisieux. Every morning I take the bus and I must get up very early! I live with my parents and my brothers in a big house, in a farm. My father is a cider grower and my mother is English teacher, she can help me in English, it is very good! I like art, music, sport and go out with my friends to the swimming pool or the cinema.

I am a cool girl, I love laugh, sometimes my friends say I am crazy!

At school, I like Sport, Art, Spanish and ... English of course!
I am very impatient to meet you and your family to go in your house and in your school.

And you, What do you like?
Who are your friends?
Where do you live, in the city or in a farm?

See you soon ...

Perrine

Example 3

Suspect A

Name: Hermes
Surname: Jarsma
Age: 43 years old
Portrait: He is small, He is bald.
He has a beard and bad scar.
He is married, He is a dealer
and is crazy.
<table>
<thead>
<tr>
<th>Characters</th>
<th>Murderer</th>
<th>Co-conspirator</th>
<th>Co-conspirator</th>
<th>Witness</th>
<th>Victim</th>
<th>Detective</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>a small woman, 25, don't married, cocker</td>
<td>a tall man, 42, sepa red book seller, six children</td>
<td>a big and tall man, 40, sepa red writer</td>
<td>a tall and beautiful woman, 25, married, two children doctor</td>
<td>a small and long hair man, 32, married, two children glazier</td>
<td>a tall and thin woman, 27, don't married, detective</td>
</tr>
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</table>

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<tr>
<th>Weapon</th>
<th>dagger</th>
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<tr>
<td>Place</td>
<td>a wood in England</td>
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<tr>
<td>Time</td>
<td>Sunday, May 25th</td>
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</table>
Summary

A woman come back of her midnight supper and she’s stab Jenny, a student, sees the gelony by far

The detective William Abbeley Pooks for the murderer. The two suspects are:
- James Hermes and
- Georges Booney

The specialists find a hair in the place of gelony they deduce who is the murderer.

Charles Yonn is discovered Marilyn Cooper in her garden on Monday, February 15th at 15:32.

The detective Mike WINE finds a bus ticket (he belongs to Andrea Novi), a wallet (he belongs to Peter Watson) and a passport (he belongs to James Beam). Charles Yonn see the crime in the night but he can’t see the murderer.

Mr. Wire is going to Andrea Novi. He finds a pillow with blood in the dustbin. Then he is going to Helen Wilson. He doesn’t find anything. Then he is going to James Beam. He is finding a flat of the poison in the chimney. He arrests Andrea Novi and James Beam.

Andrea Novi is soldier. She is accomplice but it’s James Beam the murderer.

Andrea Novi will be arrested 8 years and James Beam will be arrested 20 years.

They killed Marilyn Cooper because she wanted to denounce Andrea and James because they were robbers.
The witness went to search her bed. She passed near the dustbin next to the bed and she saw an arm which satisfied the dustbin and she called the police.

The police searched signs and the police found a very rare finger mark. They analysed the finger mark and it found print of a pocket and the saliva of Melinda, a hairdresser. The police made autopsy and they found the name of the victim: Horst, and he was a doctor.

The inquiry began and the officer asked the hairdresser who denied and said the finger came from a French friend, but someone has stolen her finger. That she began to smoke it by a pocket and said this affirmation could be right because they found the print of a pocket and they asked the pocket, he said that he gave the finger to a man but he didn't say the name of this man. In the pocket of the pocket, they found one thing...

**Example 8**

**Example 9**

```
Detective: What's your name?
Suspect: James Hermes.
Detective: How old are you?
Suspect: 45 years old.
Detective: What is your job?
Suspect: I don't have job.
Detective: Where are you the night of 24 December at 1:00 hours?
Suspect: I was in my house.
Detective: Do you have witnesses?
Suspect: No, I was only.
Detective: Do you know the victim, Tommy Williams?
Suspect: No, I don't know.
```
The dialogue between the detective and the suspect

D: detective
H: Helinda, the suspect

D: What did you do in the night of 16/01/01 between 8:00 or 3:00 am?
H: I slept in my home.
D: Who did you sleep with?
H: With my husband.
D: O.K., do you knew Mark Byrne?
H: No, I don’t.
D: Do you go sometimes at the bakery “Butterfly”?
H: No, I don’t.
D: We are going to ask your husband.
H: If you want.
D: Thank you very much. Good bye
H: O.K., bye.

Example 10
The ELP pilot project in Greece
Evagelia Kaga-Giovoussoglou

Organisation of the pilot project
• Educational sector: lower secondary school (12–15 years) and upper secondary school (15–18 years)
• Number of learners: 500 up to September 2002; 1,000 from November 2002
• Number of teachers: 5 up to September 2002; 18 from November 2002
• Number of state schools involved: 15

Languages involved
• French, English, German

Co-ordination
• Evagelia Kaga-Giovoussoglou, Greek national co-ordinator for the ELP project, Adviser at the Pedagogic Institute, Athens

ELP model used during the pilot project
• A 30-page file in A4 format comprising three sections: the passport, the language biography and the dossier, in two languages (Greek and French).
• The ELP is based on the Common European Framework of Reference, levels A1, A2 and B1.
• The descriptors presenting linguistic tasks are adapted to the learners’ age and language proficiency (research was carried out in the field to adapt the descriptors to Greek educational realities). There are three self-assessment checklists per descriptor.

The principal aims of the Greek model
• Motivate learners with a view to diversified, life-long language-learning at all levels.
• Develop ability to live in a multilingual, multicultural Europe.
• Assess and enhance partial abilities, not recognised by official diplomas (for instance intercultural skills)

General objectives
• Foster mutual understanding and tolerance between communities having different languages and cultures (intercultural awareness)
• Promote autonomous language learning
• Make learners grasp foreign languages’ usefulness
• Inculcate language and socio-cultural knowledge management skills
• Use foreign language knowledge to raise awareness of the links between modern languages and/or vice-versa
• Help learners to distinguish different language levels

Specific objectives for learners
• Encourage learners to develop the ability to communicate in different languages at all social levels
• Develop learner strategies for good linguistic and socio-cultural knowledge management
• Help learners to perform self-assessments so as to determine their learning needs and priorities
• Learning to plan their learning process and setting personal progress objectives
• Adapting to reflective learning
• Developing “learning to learn” skills

Specific objectives for teachers
• Assessing implementation of defined objectives
• Appraising their own teaching approach through the self-assessment checklists completed by learners
• Being able to introduce pedagogic innovations through negotiation with learners
• Monitoring development of learners’ language and thinking skills throughout the teaching process, including those acquired in previous years
• Making it possible for teachers to focus on the main points raised by learners with a view to organising their teaching

Brief comments on the chosen examples
• Although the pilot phase is very short, the overall results so far have been positive.
• The teachers involved in the pilot project acknowledge that the ELP helps them to plan their lessons, to present teaching/learning objectives in an accessible, moti-
vating way and to manage their time. They regard the ELP as a tool which facilitates interaction between learners within a group, the application of different teaching approaches and the introduction of self-assessment and instructive co-assessment procedures.

- Most learners state that the ELP encourages them to think about their own learning process and to develop strategies for acquiring communication skills. They think that it helps them to identify their strengths and weaknesses, to improve their performance and rectify their errors. They can determine their learning needs and understand the hows and whys. Many learners consider that the ELP is an encouragement to learn several languages and to approach other cultures.

Learners’ comments on the ELP

“The portfolio helps me to become aware of my abilities and to improve where I need to. I like it because it is a very useful tool for learning foreign languages.”

“The portfolio helps me to develop my abilities and to practise my knowledge of foreign languages.”

“The portfolio helps me to improve my understanding of written texts.”

“I like the portfolio because it helps me to reflect on my learning.”

“The most interesting thing for me is when I fill the dossier.”

“The most boring thing is when I have to reflect on my objectives and fill out the self-assessment lists.”

“For me the portfolio is an enjoyable game.”
Γλωσσογραφία
Biographie Langagière

Η Γλωσσογραφία περιλαμβάνει:
1. Επαφές του μαθητή με τις ξένες γλώσσες εκτός σχολείου.
2. Τρόποι εμπλοκής των ξένων γλώσσων.
3. Οδηγίες συμπλήρωσης των ουσιών αυτοαξιολόγησης
4. Αυτοαξιολόγηση μαθητή.

La biographie langagière contient:
1. Contact de l’étudiant avec les langues étrangères en dehors de l’école.
2. Modes d’apprentissage des langues étrangères.
3. Conseils d’utilisation des pages d’autoevaluation
4. Autoévaluation des connaissances dans différentes langues.
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<th>Πληροφορία / Language</th>
<th>Αποβλήτησις</th>
<th>Ελεύθερος</th>
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Περιγραφή
Evagelia Kaga-Giovoussoglou
### ELP Pilot Project in Greece

#### Evaluation

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#### Comprehension

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#### Pronunciation

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#### Vocabulary

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#### Grammar

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#### Reading Comprehension

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#### Writing

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### Greek Language

#### Introduction to the ELP Pilot Project

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#### Evaluation

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#### Reading Comprehension

<p>| | | | | |</p>
<table>
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#### Writing

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</tbody>
</table>
UNE PETITE HISTOIRE À PARTIR D'UNE CARTE POSTALE

La source d'où tout commence. Il est donc nécessaire que la maison, le

cher

fermier, que le pain et le vin soient ce que les enfants aimeraient

avoir.

Giorgi Krikheli

Dossier

To Nioque NgiokeLobona:

Le Dossier contient:

Documentation des organismes présents (langues et cultures), Des

textes dans le cadre d'un projet.
Using the ELP in a boys’ secondary school in Ireland

Eilis O’Toole

Introduction
The Irish ELP for second-level learners of Irish, French, German, Spanish and Italian came out of a four-year project to introduce the principles of learner autonomy to language classrooms in Irish secondary schools. Among the aims of the project were to help learners to reflect on and talk about their language learning experience and to explore ways of motivating them and getting them more involved in their learning. The ELP is the practical means by which I hope to continue this process of involving my learners in their own learning. In applying ideas from the learner autonomy project I focus especially on the language biography and the dossier.

I am currently using the ELP with a class of 12/13-year-old boys in a religious all-boys school outside Dublin. They are in their first year of learning French and will take the Junior Certificate (state) examination in French in 2004. The syllabus for this examination comprises some eighteen themes, each requiring a different range of vocabulary. In order to help my learners to prepare adequately I have listed these themes on a separate A4 card, which they keep in their ELP immediately after the language passport. The card provides an overview of the tasks that the learners must be capable of performing by June 2004. Working as a group my learners use the card to choose the theme of our next phase of learning. They then write this theme as “My next target” in the language biography. We work through the theme using various methods, tasks and activities. When it is completed each learner assesses his achievement in the language biography and records that achievement on the card, drawing a happy, neutral or sad face as appropriate. Each learner may choose to produce a final document for his dossier. Some do this for every theme, task and activity; others are more selective. Each of my learners has a different type of dossier, some fuller than others. The pride they take in their dossier is evident in the examples included here.

A brief commentary on the selected examples
The examples are documents produced by two learners while working on particular themes. They are presented in the order of their production, so that it is possible to get some idea of the learning progress made. Over the years it has been found that learners taking the Junior Certificate exam in a foreign language find the written sections most challenging. For this reason I focus much of my work on writing, with the aim of giving my learners early confidence in the written word.

1. The first example is from Learner A. We had covered the family tree and he chose to represent his own family tree in a colourful document.

2. Learner A also produced the second example, which presents the days of the week, months and seasons. He was discovering the facilities available to him on the computer as well as filling his dossier with colour. At this stage his dossier was beginning to look good and his motivation and interest were high.

3. Learner A also produced a design of his own house – a complex document, which obviously took some time to create.

4./5. Learner B produced examples 4 and 5. He too had learnt the days of the week and was beginning to produce full sentences. He wrote a short book about his week and added images. I include Lundi and Mardi. Learner B did not tell me in advance that he was producing this booklet, but in passing he asked me for simple translations into French. The booklet arrived after a few days.

6./7. Examples 6 and 7 are from the first of many short written exercises that the learners began working on after 10 weeks of learning French: a collection of limericks. The aim of this written exercise was to focus attention on the sounds of French. First, learners worked alone to produce rhyming clusters of Christian name, town and noun. Then, when they each had several clusters, we brainstormed as a class and produced lists of rhyme words. The lists were endless and imaginative. I gave a formula for writing the limerick and allowed the learners to create a rhyme of their choice. I introduced the idea of a competi-
tion and some learners produced up to fifteen limericks in a few days.

8./9./10. At this stage the learners have been learning French for six months. They are confident and enthusiastic. Introducing people is the first theme on the Junior Certificate curriculum. The learners agreed that this theme could often be returned to as they progressed towards the exam. After some negotiation they decided that a description of the characters in a TV programme would be a good way of learning how to introduce people. We settled on the Simpsons. The learners had already learnt the vocabulary for describing the characters physically. We began with this. Each learner worked alone and wrote what he could about each character. I answered many questions and handed out many dictionaries at this point. Learners then contributed to the class description, which I wrote on the board and he copied down after his own paragraph. Learners then read out the finished text and produced documents for their dossiers. I include three of these, Homer, Marge and Bart Simpson.

Comments from the learners themselves

I asked learners A and B to comment briefly on how they like learning French in the way we do, with the syllabus list, the language biography and the dossier. Here are the main points of their answers:

“French is easier than any other subject. It’s fun. It’s a lot easier to learn French because you get more fun when you’re involved.”

“Commenting on how you are doing is quite hard. You find that you repeat yourself. And as time passes you know that you can’t write nothing.”

“I was just looking through my computer and I saw that there were great pictures that would go well with a text. So we had just done the days of the week and I thought a text about my week with these great pictures would look good.”

“The limericks were fun. You could write anything you wanted. You were given the dictionaries and you could write anything you wanted once it rhymed. You just gave us dictionaries and said ‘whatever you want to do, just do it’. It was great fun. We were laughing our heads off.”

“Simpsons was a good idea. First of all because everyone, almost everyone watches The Simpsons. The writing was a little bit hard to do on your own. Again it was much better than in the book. Everyone had to write about Homer Simpson. The whole class did it then on the board and they were all experts. Everyone had their own say. And eventually we came up with this big long text.”

“I got this idea [Une semaine dans la vie de …] from Niall [learner B]. I felt the bit of competition and thought that is a good idea. So I said, maybe if I did my own week. I used dictionaries – my sister has this big French dictionary.”

Conclusion

The examples and the comments from the two learners show how the use of the ELP can contribute positively to the language learning process. I added the syllabus list to the ELP, an addition that was necessary for my group of learners. Each teacher will supplement the ELP and vary its use according to the needs of his/her particular learners. As a planning and self-assessment tool it helps to make the learning process more visible to the learners and as such involves them more.
Example 1
Les Fées des Ailes des Saisons

Example 2

Example 3
Example 4

Les Jours de la Semaine

- Le mardi je suis animé, Dieu merci, j'ai sport à l'école.
- Le lundi je dors à l'école parce que je joue le weekend.

Example 5

Les Jours de la Semaine

- Le Mardi, je suis animé. Dieu merci, j'ai sport à l'école.
- Le Lundi, je dors à l'école.

Example 6

Limerick's

- Il y avait un garçon de Marseille.
- Et son prénom est Ray.
- Il a vingt ans.
- Il aime une ane.
- Il est Français.

Example 7

Limerick's

- Il y avait une fille des Paris.
- Et elle s'appelle Sophie.
- L'examen, c'est difficile.
- Jouer, c'est facile.
- Et le ban gâteau! Merci!
Homer Simpson


Marge Simpson


Bart Simpson

Using the ELP with adult refugees learning the language of the host community

Barbara Lazenby Simpson

Introduction
Integrate Ireland Language and Training, a campus company of Trinity College Dublin, is funded by the Irish Department of Education and Science to provide English language training for adult refugees admitted to Ireland. The three versions of the European Language Portfolio in use at Integrate Ireland were designed to meet the needs of three kinds of learner. The Reception 1 ELP is for those who have little or no knowledge of English and little cross-cultural awareness; the Reception 2 ELP is for learners who may have spent some time in Ireland prior to starting formal language learning and who have some functional knowledge of English and some awareness of cross-cultural difference; and the Pré-vocational ELP is for learners who are at the interface between language learning and vocational training (the content of their language course is based entirely on job-seeking, further training and the world of work).

The particular needs of migrant language learners
Mediating the ELP – At Integrate Ireland it is not unusual to find ten or more different mother tongues represented in a group of fifteen learners. As a consequence, the target language must also be the language of instruction and the ELP must be mediated entirely through English. This necessity had implications for the design of the ELPs. In particular they must be comprehensible without a lot of written or oral explanation. Obviously learners, especially those at the lower levels of proficiency, do not understand immediately what they should do with the different parts of their ELP or why they should do it. For this reason we have developed activities that engage learners in thinking about, discussing, and working on a range of different issues. These issues are relevant both to language learning and to the use of the target language in everyday life. The results of the activities are then mapped back to the relevant parts of the ELP. In this way, understanding about the purpose of the ELP gradually emerges until the learners can take control of their ELP themselves.

ELP content – In terms of content our ELPs reflect the particular learning needs of refugees/migrants. At Reception 1 and 2 levels the principal focus is on the everyday language needs of individuals living as members of the target language community. Thus the ELPs focus on the identification of where and how learning may take place outside the classroom. Much of the language biography consists of descriptors that summarize what the learners need to be able to do in English, under a number of headings such as “Dealing with officials”, “Using the telephone”, and so on. These headings correspond to the modules that constitute Integrate Ireland’s courses at different levels. In each case, the ELP has been designed to support, in a specific and transparent manner, both the content of the course and the stages of progression that a learner will go through as learning and awareness develop.

The reporting function
For migrant learners the Standard Adult Passport offers a most effective reporting tool that can be used in support of applications for training, further education or employment. But to begin with, a process passport is used which introduces self-assessment and reflective activities. This helps to make learners aware of the often considerable experience they already have of second/foreign language learning and use as well as cross-cultural differences. The Standard Adult Passport is introduced as understanding develops, and in particular towards the end of the course, by which time learners can carry out self-assessment effectively and can see the real value of the document in the outside world.

The pedagogical function
The language biography and the dossier are fundamental to the progress of learning and the individual learner’s assumption of responsibility for the learning process. One of the principal objectives of language courses for adult migrants must always be the development of learner autonomy, which facilitates further learning after the end of the course. The ELP supports learner self-management in terms of reflection, goal setting, self-assess-
ment and recording progress. These activities are clearly articulated in the form of “Learner Diary” pages, goal-setting boxes, and self-assessment grids based on the course modules mentioned above. They are illustrated in the examples from learners’ ELPs.

While the language biography provides a focus for self-direction, the dossier is used to gather examples of learners’ work as well as important ‘models’ of formal letters and the learner’s curriculum vitae. The evidence of achievement provided by these examples is used as a basis for decision making with regard to future language study.

The effectiveness of the ELPs used at Integrate Ireland Language and Training

Versions of the ELP have been in use with migrant learners taking Integrate Ireland’s English language courses since 1999. The first stage for all learners is to recognize that this is a highly individual document, belongs solely to the learner, will not be used for assessment, but will provide support for all learning activities as well as for negotiation with the teacher. As a result, even for learners at the lowest proficiency levels, there is pride in ownership and a sense of control over what happens in the classroom. For learners the ELP provides a visible record of progress, achievement, thoughts and aspirations; for learners but also teachers it helps to point the direction for future learning and supplements the mediation process.

Introduction to examples

Learner 1: Hang

Hang is Vietnamese and has been learning English for sixteen months. Her objective is to train and work as a hairdresser. She is using the Pre-vocational ELP and is half way through a six-month course, at the end of which she will enter vocational training. This example shows the result of reflection that Hang has carried out in order to identify her most effective learning activities.

Learner 2: Mersija

Mersija (from Bosnia) carries out an initial self-assessment of her English language skills using the self-assessment grid of the Common European Framework. She needs to achieve B2 in all skills in order to enter a course in travel and tourism. Like Hang she is using the Pre-vocational ELP.

The only foreign country, other than Ireland, that Mersija has visited is Hungary. She notes the different experiences she had in Ireland and Hungary. She also records her knowledge of other languages.

Learner 3: Thien

Thien, from Vietnam, is also attending a Pre-vocational course. He intends to study computer applications. In common with many Vietnamese learners of English, Thien has problems with his pronunciation and wishes to improve his performance and confidence in speaking on the telephone. This objective is reflected in two of the learning targets he formulates. His third target is to develop his formal writing skills so that he can write a letter of application without assistance.

Thien records his self-assessment of progress in “Career Planning” in the Language Biography. He enters the dates on which he achieves each of his targets. Achievement is recorded at three levels: “with a lot of help”, “with a little help” or “with no help”. This makes it possible to record small degrees of progress.

Learner 4: Oleg

Oleg is Russian and has demonstrated a very “grammatical” approach to language learning. He has a high level of metalinguistic awareness and frequently sets his learning targets in terms of grammatical and lexical memorization. He is at Reception 2 level.

Oleg applies a similar approach to the learning material that is filed in his dossier. The example reproduced here shows some expressions that he has collected and kept in the vocabulary section of his dossier for use on the telephone.

Learner 5: Solomon

Solomon comes from Eritrea. His level is Reception 2 and his objective is to enter third-level education. His learning contract clearly illustrates his aim of achieving a high level of accuracy in all aspects of the target language.

Solomon indicates that his preferred method of learning is by reading authentic materials in the target language. He can do this both inside and outside class. He evidently perceives the class as a means of addressing accuracy and notes that his second most favoured method is “Learning in class grammar”. Solomon also reflects on his personal strategies for approaching a written and oral task, clearly articulating the stages he goes through in preparing and carrying out the tasks.

Solomon sets his personal learning targets
on a monthly basis. He focuses on individual skills: the first month is devoted to oral fluency, the second to written accuracy, and the third to aural comprehension. His approach to language learning is obviously systematic and well-organized.

Solomon records his weekly learning activities in the “Learning Diary” section of the Dossier. The diary entry reproduced here reflects the learning targets he set for the month of January 2002. He indicates that he needs to work more on “vocabulary and writing”.

![European Language Portfolio](image)

**Learning**

The most effective learning activities for me, in order of effectiveness are:

(1 = most effective, 10 = least effective)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Writing tasks</td>
</tr>
<tr>
<td>2</td>
<td>Dictations</td>
</tr>
<tr>
<td>3</td>
<td>Listening tasks</td>
</tr>
<tr>
<td>4</td>
<td>Watching TV and movies in English</td>
</tr>
<tr>
<td>5</td>
<td>Reading books, magazines, newspapers</td>
</tr>
<tr>
<td>6</td>
<td>Interacting with Irish people</td>
</tr>
<tr>
<td>7</td>
<td>Discussion in English</td>
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<tr>
<td>8</td>
<td></td>
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<tr>
<td>9</td>
<td></td>
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<tr>
<td>10</td>
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</table>

Hang
Assessment of English language skills

Global assessment of progress is carried out in relation to the descriptors in the self-assessment grid of the Common European Framework of Reference (CEFR). The two levels of the CEFR that are appropriate to Fast track/Pre-vocational learners are B1 Threshold and B2 Vantage. The descriptors for these levels are highlighted on the next page. The CEFR grid is also provided in the standard adult passport that accompanies this EUROPEAN LANGUAGE PORTFOLIO which is used to record proficiency in other second languages besides English, as well as language learning and intercultural experiences.

Squares below should be shaded to indicate level of competence.

<table>
<thead>
<tr>
<th>Country</th>
<th>Travel (✓)</th>
<th>Study (✓)</th>
<th>Work (✓)</th>
<th>Language and Intercultural experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hungary</td>
<td>✓</td>
<td></td>
<td></td>
<td>sightseeing, museums, shopping</td>
</tr>
<tr>
<td>Ireland</td>
<td>✓</td>
<td></td>
<td></td>
<td>learning new language, adapt to a new culture, improve for college</td>
</tr>
</tbody>
</table>

Mersija (1)
### Learning targets

<table>
<thead>
<tr>
<th>Student</th>
<th>Target date</th>
<th>I achieved my target</th>
<th>My next learning target</th>
<th>I can</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mersija</td>
<td>1.1.2022</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Thien</td>
<td>1.1.2022</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

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### Language proficiency

<table>
<thead>
<tr>
<th>Language</th>
<th>Listening</th>
<th>Reading</th>
<th>Spoken interaction</th>
<th>Spoken production</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td></td>
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<tr>
<td>B2</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>C1</td>
<td></td>
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<td></td>
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<tr>
<td>C2</td>
<td></td>
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</table>

Self-assessment of proficiency (in relation to grid on page 7).
# Career planning

<table>
<thead>
<tr>
<th>I can</th>
<th>Level of help</th>
<th>With a lot of help</th>
<th>With a little help</th>
<th>With no help</th>
</tr>
</thead>
<tbody>
<tr>
<td>list and describe my skills and qualifications</td>
<td>B1</td>
<td>2/06/01</td>
<td>7/01/01</td>
<td></td>
</tr>
<tr>
<td>match job descriptions with my skills and qualifications</td>
<td>B1</td>
<td></td>
<td>7/01/01</td>
<td></td>
</tr>
<tr>
<td>answer questions about job interests</td>
<td>B1</td>
<td></td>
<td>2/07/01</td>
<td></td>
</tr>
<tr>
<td>gather information for a curriculum vitae</td>
<td>B1</td>
<td>20/08/01</td>
<td>7/12/01</td>
<td></td>
</tr>
<tr>
<td>read course brochures and job advertisements to identity areas related to skills and qualifications</td>
<td>B1</td>
<td>7/01/01</td>
<td>21/09/01</td>
<td></td>
</tr>
<tr>
<td>talk about different options in relation to future career paths</td>
<td>B1</td>
<td></td>
<td>27/09/01</td>
<td></td>
</tr>
<tr>
<td>examine and discuss language learning goals for future training/work</td>
<td>B1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use specialist vocabulary to describe previous experience and qualifications</td>
<td>B2</td>
<td></td>
<td>20/08/01</td>
<td></td>
</tr>
<tr>
<td>read and understand a variety of work-related texts</td>
<td>B2</td>
<td>21/09/01</td>
<td>7/12/01</td>
<td></td>
</tr>
<tr>
<td>explain career plans with reference to past experience, qualifications and future possibilities</td>
<td>B2</td>
<td></td>
<td>27/09/01</td>
<td></td>
</tr>
<tr>
<td>prepare a curriculum vitae which reflects different aspects of experience and training</td>
<td>B2</td>
<td>20/08/01</td>
<td>7/12/01</td>
<td></td>
</tr>
</tbody>
</table>

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### Learning targets

**I can:**

- **Preproduce verbs in Past**
- **Preproduce the rules: The Past Simple and Past Continuous.**
- **Preproduce the vocabulary: 30 past verbs.**
- **Preproduce the vocabulary: The Past Simple and Past Continuous.**
- **Preproduce the vocabulary: 30 Past Simple verbs.**
- **Preproduce the vocabulary: 30 Past Simple verbs.**
- **Preproduce the vocabulary: 30 Past Simple verbs.**
- **Preproduce the vocabulary: 30 Past Simple verbs.**
- **Preproduce the vocabulary: 30 Past Simple verbs.**
- **Preproduce the vocabulary: 30 Past Simple verbs.**

**Target dates:**

- 20/01/01
- 21/09/01
- 27/09/01
- 20/08/01
- 7/12/01
- 20/08/01
- 7/12/01
- 16/10/01
- 16/10/01

**I achieved my target:**

- **No**
- **Yes**
- **No**
- **Yes**
- **No**
- **Yes**
- **No**
- **Yes**
- **No**
VOCABULARY SHEET

5. Useful expressions for using the telephone

Hello
is that Mary?
Hi, It’s Oleg.
Could I speak to...?
Who is calling, please?
My name is...?
I’ll put you through.

Hold on — Can you wait?
The line’s busy — The line’s engaged.

My learning contract

1. At the end of this course I want to improve
   my Grammar.

2. At the end of this course I want to improve
   my Vocabulary.

3. At the end of this course I want to speak better
   English.

4. At the end of this course I want to comprehend
   everything I heard in English.

5. At the end of this course I want to be able to
   write a letter in English.

6. At the end of this course I want to be able to
   read English.

7. At the end of this course I want to write
   better sentences in English.
### Learning diary

Date from 31/1/03 to 1/3/03

In the past week I have learnt:

**Writing**
- Composition
- Vocabulary words in sentences
- Writing love letters

**Speaking**
- Discussion about a short story
- Discussion about cars and jet travel in the future

**Reading**
- Newspaper
- Short story called "Little Target"

**New vocabulary and expressions**
- *Castaway Words and expressions*

**Specialised topics**
- Interview techniques

I need to **work more on:** Vocabulary and **Writing**

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Solomon (4)
The Russian ELP pilot project

N. Koriakovtseva and T. Yudina

The Linguistic Grammar School 1555 at the Moscow State Linguistic University has been participating in the ELP pilot project since 1998. Learners at lower and upper secondary level, studying French, English or German as their first foreign language, participated in the pilot phase. In the autumn of 2000 a new group of participants joined the project (a class of 13/14 year-olds learning Ukrainian and their teacher), and as from the autumn of 2001 nine new groups of pupils in the same age-bracket (80 learners) and their language teachers (11 teachers) used the ELP in their learning and teaching. The languages being studied by these groups, as a first or second foreign language, are English, German, French, Spanish, Italian, Chinese and Japanese.

The new participants have been informed about the objectives and functioning of the European project, and the basic documentation, the general ELP concept, the existing national ELP models and past experience of applying the ELP have been presented to them.

The initial results of the Russian pilot project were presented by Rolf Schärer in the final report on the European Language Portfolio project, pilot project phase 1998–2000, and by N. Koriakovtseva and T. Yudina in “Piloting a European Language Portfolio at the Linguistic Lyceum of Moscow State Linguistic University”, Babylonia 1 (1999).

The European Language Portfolio for Russia is an integral part of the Council of Europe project and is based on the Council of Europe document “Common European Framework of Reference for Languages: Learning, Teaching, Assessment” and on the Swiss ELP model.

The Russian model is aimed at anyone learning a language which is not their mother tongue:
- foreign languages (English, German, French, etc.)
- Russian as an official language but not mother tongue (in educational establishments with ethnic components)
- non-mother-tongue languages other than Russian such as Tatar in Russian schools in the Republic of Tatarstan, part of the Russian Federation, etc.

The ELP comprises three parts: the Language Passport, the Language Biography and the Dossier. The Language Passport is a standard document, as agreed during the project design phase, and takes the form of a separate booklet, part of the overall ELP. It contains the owner’s personal information, the languages learned and language proficiency at a given point in time, determined by the learners themselves. This document is completed at the end of a study stage.

The language biography includes:
- the learning objectives which learners set themselves with their teachers’ help
- reporting of progress in learning and in development of language proficiency
- personal experience of intercultural contacts and appraisal of their quality.

The dossier contains samples of work indicative of the learner’s language abilities.

The examples used here to illustrate the project’s implementation are drawn from the portfolio of Olga Derliuk, a 15 year-old who has been participating in the project for a year and a half. Her mother tongue is Russian, and the languages spoken within her family are Russian and, sometimes, Ukrainian, since her father is Ukrainian and her mother Russian. Olga is learning Ukrainian in school as her first foreign language, and has German as her second language, along with some limited experience of learning English. She is therefore most proficient in Ukrainian, followed by German, which she has been learning for a year and a half, and then English, which she gave up studying and which schools have for some time not really been pushing.

Participants in the project, whether learners or teachers, were extremely interested in using the ELP. Olga Derliuk has this to say about it:

What I think of the ELP

“On first acquaintance with the European Language Portfolio project I felt a little lost, as I had never previously encountered this kind of very “official” document. The unexpected phrases, complex questions and in some cases new terminology are a little confusing. In my
opinion, the higher levels (C2 and partly C1) are intended for people who not only master a given language but are also educated, mature and experienced (for instance when it comes to completing questionnaires). It is not very easy to fill out the portfolio for the first time, but with the teacher’s help it can be done.”

“The Language Portfolio allows me to show my level of language proficiency, above all in German since, in studying that language, I am constantly obliged to learn many new things. Ukrainian is different. The portfolio helps me to consolidate my knowledge of the finer points of the language, to relearn certain things and to hone my skills, but less than in German. At the same time, any progress is more perceptible, and realistic self-assessment enables learners to see for themselves whether they are improving or not. I like being able to assess my knowledge and proficiency myself, but I think that it is essential to have an appraisal by the teacher or a native speaker, since a learner can make mistakes.”

“As to whether the portfolio makes for better understanding of language learning objectives, I would say that anyone who seriously studies a language knows why they are doing it and their aim in learning the language. In this area, the portfolio can highlight and clarify objectives.”

“I like the portfolio – it’s an interesting project, which makes it possible objectively to assess one’s skills and proficiency, but you have to make an effort to learn how to use it.”
### Profile of Language Skills

#### Native Language
- Русский

#### Other Languages
- Укринший
- Anglijsкий

<table>
<thead>
<tr>
<th>Language</th>
<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
<th>C2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Английский</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Український</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Нємецкий</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Ukrainian</td>
<td>Russian</td>
<td>German</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>---------</td>
<td>--------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning and use in country/region where the language is not spoken</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary/secondary/vocational education</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular use of language at work</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular contact with speakers of the language</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Язык</td>
<td>УКРАИНСКИЙ</td>
<td>НЕМЕЦКИЙ</td>
<td>АНГЛИЙСКИЙ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>----------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Пребывание в стране изучаемого языка (Steps in a region where the language is spoken)</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Языковые курсы (Attending a language course)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Использование языка с учебных целей (Using the language for study or training)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Использование языка на работе (Using the language at work)</td>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Другое (Other)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Дополнительная информация об опыте языкового и межкультурного общения (Further information on language and intercultural experiences)
### Проекты
(в том числе общевсервейские и международные)

**Projects**
*(including common-European and international projects)*

Здесь даны только краткие сведения.

*Here brief information here.*

<table>
<thead>
<tr>
<th>Имя, фамилия</th>
<th>Ольга Лемех</th>
</tr>
</thead>
<tbody>
<tr>
<td>Дата рождения</td>
<td>17 июня 1987 г.</td>
</tr>
<tr>
<td>Место рождения</td>
<td>Украина, г. Курахов, Харьковская</td>
</tr>
<tr>
<td>Национальность</td>
<td>русская</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Название проекта</th>
<th>Новые знания/навыки, которые я приобрел/а в ходе проекта</th>
</tr>
</thead>
<tbody>
<tr>
<td>Название проекта</td>
<td>Новые знания/навыки, которые я приобрел/а в ходе проекта</td>
</tr>
</tbody>
</table>

*Информация может быть заполнена в соответствии с конкретными требованиями.*

*Further information may be filled in according to specific requirements.*
### Аудирование (LISTENING)

<table>
<thead>
<tr>
<th>Уровень А1 — &quot;БРК&quot;</th>
<th>Уровень A2 — &quot;БР&quot;</th>
<th>Уровень А3 — &quot;БР&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>НЕТ</td>
<td>НЕТ</td>
<td>НЕТ</td>
</tr>
</tbody>
</table>

#### Вопросы к аудио

1. I can understand familiar words and basic phrases as long as my partner speaks slowly, clearly and with long pauses.

2. I can follow simple directions relating to how to get from A to B by public transport.

3. I can understand questions and short, simple instructions or requests addressed directly to me.

4. I can understand numbers, prices and time.

#### Чтение (READING)

<table>
<thead>
<tr>
<th>Уровень А1 — &quot;БРК&quot;</th>
<th>Уровень A2 — &quot;БР&quot;</th>
<th>Уровень А3 — &quot;БР&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>НЕТ</td>
<td>НЕТ</td>
<td>НЕТ</td>
</tr>
</tbody>
</table>

#### Вопросы к тексту

1. I can understand basic information on simple notices or one page.

2. Я умею просматривать брошюры, каталоги, справочники, штрих-коды, обращаться к информации в интернете, в магазинах, на уроках и т. д.

3. I can understand the necessary information from television shows, billboards, TV shows programmes (e.g., names, dates, place of the event).

4. Я могу читать карту станций метро, понимать необходимые мне тексты в газетах, новыхлинии, газетах и т. д.

5. I can read the map of a country by picking up the necessary information about different places, transport etc.
### Information about Language Experience and Cross-cultural Communication

**Information about Language Experience and Cross-cultural Communication**

#### Information about Language Experience and Cross-cultural Communication

- **Level C1 — Высший**

#### Self-assessment checklist

<table>
<thead>
<tr>
<th>Component</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can follow extended speech.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>I can recognize a wide range of idiomatic expressions and colloquialisms.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>I can understand complex technical information, such as operating instructions, specifications, advertisements.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>I can follow lectures and reports in my field of study, even if they are professionally and linguistically complex.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>I have no difficulty in understanding news films and TV programmes.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can quickly read a text, identify its subject and line of argument, sharpening between the relevant and irrelevant.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

**Note:** The Russian ELP pilot project.

---

### The Russian ELP Pilot Project

**Objective:**

- To develop a comprehensive language and culture program for international students.

**Courses Offered:**

- Language Acquisition
- Cultural Awareness
- Communication Skills

**Target Audience:**

- International students
- Business professionals
- Cultural enthusiasts

**Benefits:**

- Improved language proficiency
- Enhanced cultural understanding
- Networking opportunities

---

**Information about Language Experience and Cross-cultural Communication**

- **Ownership:**
  - marketing
  - sales
  - customer service

- **Responsibilities:**
  - Developing new marketing strategies
  - Conducting market research
  - Coordinating sales campaigns

**Note:** The Russian ELP pilot project.

---

**Information about Language Experience and Cross-cultural Communication**

- **Language Learning:**
  - Vocabulary acquisition
  - Grammar rules
  - Pronunciation practice

- **Cultural Insight:**
  - Russian traditions
  - Food and drink
  - Festive celebrations

**Note:** The Russian ELP pilot project.

---

**Information about Language Experience and Cross-cultural Communication**

- **Language Acquisition:**
  - Pronunciation exercises
  - Sentence structure drills
  - Interactive dialogues

- **Cultural Integration:**
  - Russian folklore
  - Art and literature
  - Historical events

**Note:** The Russian ELP pilot project.

---

**Information about Language Experience and Cross-cultural Communication**

- **Language Proficiency:**
  - Communication skills
  - Writing proficiency
  - Reading comprehension

- **Cultural Understanding:**
  - Historical context
  - Social customs
  - Art and architecture

**Note:** The Russian ELP pilot project.

---

**Information about Language Experience and Cross-cultural Communication**

- **Language Practice:**
  - Vocabulary quizzes
  - Grammar tests
  - Pronunciation activities

- **Cultural Exploration:**
  - Russian cuisine
  - Festive traditions
  - Folklore stories

**Note:** The Russian ELP pilot project.

---

**Information about Language Experience and Cross-cultural Communication**

- **Language Development:**
  - Communication strategies
  - Writing techniques
  - Reading strategies

- **Cultural Exploration:**
  - Art exhibitions
  - Cultural festivals
  - Historical sites

**Note:** The Russian ELP pilot project.
Experimental phase (1999–2000) of use of the ELP in Switzerland

Hans Ulrich Bosshard

**Project description**
Following initial trials in 1996, experimentation with the ELP in Switzerland began in mid-1999. The experimental phase ended in July 2000. Over this period, the Swiss pilot ELP model was used by over 450 classes at all levels from lower secondary up. The classes participating in the pilot project came from nineteen cantons, with about half originating from the Italian-speaking canton of Ticino.

Even during the pilot phase the ELP influenced reform of foreign-language teaching in schools, in particular the “General language teaching concept” of the Swiss Conference of Directors of State Education (CDIP) but also the development of new language syllabuses in central Switzerland and in the canton of Zurich. The ELP was made compulsory in some school sectors in the cantons of Ticino and the Jura (French-speaking).

Based on the results of the experimental phase, the pilot ELP model was revised in a number of respects (graphic design, simpler organisation, introduction of the standard pan-European language passport, checklists). The final version of the Swiss ELP model was validated in November 2000 and made public on 1 March 2001.

**The pilot ELP model in Switzerland**
Four language versions of the ELP were developed (French, German, Italian, English). The binder (A4 format) was identical for all four versions; it was printed in black and white, with the logos of the Council of Europe and the Swiss CDIP, and in the four languages. The binder contained a number of quadrilingual documents and other documents in a single language according to the language version. The content mainly comprised:
- User information (quadrilingual)
- Part 1: the language passport and documents – a quadrilingual language passport (A6 format) with an illustrated user guide, self-assessment grid on six levels in accordance with the Common European Framework, a list of diplomas, the global scale and other documents
- Part 2: the language learning biography – illustrated user guide, checklists for self-assessment at the six levels
- Part 3: the dossier – illustrated user guide, list of personal work
- Part 4: copiable forms (quadrilingual in part)

**Selected examples**
All of the examples below originate from the canton of Tessino, where Italian is the official language. The canton has made a considerable contribution to development and distribution of the ELP through the provision of human resources. The canton also brought the ELP into general use within the teaching profession.

a) Examples 1 to 6 are taken from the ELP of Simona Bordoli, a student at the Scuola di diploma di Canobbio. This upper secondary school is attended by students in the 15–18 age-bracket. In addition to Italian (first language), French and German are compulsory. Students may sit for international certificates in foreign languages (such as the German certificate, level B1). The examples show the three parts of the ELP: the language passport and related

---

4 A special tribute should be paid to Dr Christoph Flügel, Head of Languages at the State Education Department of the canton of Ticino, the Swiss national ELP co-ordinator, who died in early December 2001.
documents, the language biography and the dossier.

b) Examples 7 to 11 are taken from the ELPs of three students at the Scuola superiore alberghiera e del turismo di Bellinzona SSAT (a hotel and tourism studies college): Diana Corica (7–8), Ilona Ott (9–10), Eliana Bellini (11). At this service-sector studies college three foreign languages are compulsory – French, German and English. On enrolment, students draw up proficiency profiles for their three foreign languages, based on the ELP self-assessment grid. The examples show two parts of the ELP: the language passport and related documents and the language biography.

Learners’ comments

Learners (and teachers) generally had a positive opinion of most of the ELP’s main functions and characteristics, in particular:

- the central role of self-assessment and the instruments made available for that purpose;
- the documentation and reporting tools, which make it possible to give an overall idea of proficiency in a number of languages and to guarantee international comparability and recognition of in-school and out-of-school learning.

Negative comments mainly concerned the external form of the pilot version of the ELP (a cumbersome binder, insufficient visual teaching aids) and problems relating to its use in certain circumstances. Some doubts subsisted as to the ELP’s usefulness since it was not yet well-known in schools and in firms. Harmonisation between the ELP and traditional teaching (syllabuses, teaching aids, examinations, introduction of self-assessment) was not yet adequate. Because the pilot version was scarcely suitable for under-15s, it was decided to develop an ELP model for young learners.

The following learners’ comments have been extracted from the final assessment questionnaires:

“The ELP is a good means of assessing one’s level of proficiency and setting oneself objectives, but it doesn’t replace your exercise book.”

(a lower secondary school pupil)

“With the ELP I can show what I have learned in all the languages I know.”

(a Kosovar pupil at lower secondary level)

“Why not include tests? Learners who made no - or only one or two - mistakes when doing the test could conclude that they had reached that level of proficiency.”

(an upper secondary school pupil)

“It is in fact useful but after a while you get bored.”

(an upper secondary school pupil)

“The ELP should be used right from the start of learning a foreign language. This would give people more motivation to work with the ELP.”

(a grammar school pupil)

“With maturity the ELP becomes superfluous.”

(a grammar school pupil)

“The ELP is a private matter. Teachers should not spend too much time on it.”

(a grammar school pupil)

“It’s a good idea, but the ELP should be standardised and brought into general use. Otherwise, there isn’t much point to it. If the ELP is not an official document that must, for example, be presented to an employer, it undoubtedly loses its importance.”

(a student at the “école universitaire professionnelle”)

Example 1: Language passport – list of diplomas and certificates

<table>
<thead>
<tr>
<th>Lingua</th>
<th>Titolo dell'esame finale</th>
<th>Attestato di diploma</th>
<th>Descrizione del diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Note continuano)</td>
<td>Giugno 1999</td>
<td>TEDESCO liceo di Scuola media</td>
<td>5.5. 2001 X 8x W.3.</td>
</tr>
<tr>
<td>TEDESCO Certificato WBT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example 2: Language passport – record of participation in bilingual class

**Attestato**
Attestato di partecipazione a un insegnamento bilocale e per immersione
Bekanntgabe der Teilnahme an bilingualen Unterricht/Immersionsunterricht
Attestation de participation à un enseignement bilangle ou en immersion
Attestation of Participation in Bi-Lingual Teaching/Immersive Teaching

<table>
<thead>
<tr>
<th>Lingua di scuola</th>
<th>Largo di prove</th>
<th>Scuola di provenienza</th>
<th>Classe</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRANCESE</td>
<td>PEDAGOGIA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Giorno</th>
<th>Ora inizio</th>
<th>Ora termine</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.09</td>
<td>19.06</td>
<td></td>
</tr>
</tbody>
</table>

Ho frequentato un corso di pedagogia in francese durante tutto l'anno scolastico 2001-2002.

<table>
<thead>
<tr>
<th>Lingua</th>
<th>Data</th>
<th>Ora inizio</th>
<th>Ora termine</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3.09</td>
<td>19.06</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
La mia biografia personale di apprendimento linguistico

Inizia il: 8.02.2000

Documentazione cronologica delle esperienze di apprendimento linguistico:

Anno: 1994
Scuole/corsi (con indicazioni della durata, del numero di ore, dell'intensità):
Lingue parlate dell'infanzia:

Regioni linguistiche nelle quali ho vissuto:

Uso della lingua al lavoro, durante le vacanze, in viaggi:

Esperienze di apprendimento linguistico, progressi nell'apprendimento:

Già piccolo parlavo il tedesco, visto che i miei genitori sono nati e cresciuti in Svizzera-tedesca.

Sono già andato a Lucerna, a Zürich e vadó ogni anno nei Grigioni dai miei nonni.

1999: ho iniziato a scrivere delle lettere in tedesco a mia cugina.
2002: ho ricevuto il certificato di tedesco (Goethe Institut corsi corso ultimo).

Example 3.1: Language biography – German (in Italian L1)

Biografia di francese

1995: vacanza in Francia, ho imparato a sedersi, a ordinare il mangiare e il bere...
1998: Strasburgo, visita della città con la famiglia, seguito e osservato le guide nel museo.
1999: Propedeutico, il mio francese migliora sempre più.
2001: Pasqua a Parigi, non ho più avuto problemi nel comunicare.
2001: vicino di casa francese, puoi darsi che in certe circostanze dovrò parlare con loro il francese.

Example 3.2: Language biography – French (in Italian L1)
**Example 4.1: Language biography – self-assessment checklist (French reading)**

- Suis en capacité de comprendre des textes de longueur moyenne.
- Suis capable de suivre une discussion dans une conversation ordinaire.
- Suis capable de suivre des cours de français.
- Puis-je transmettre d'importantes informations sur des documents de bureau.
- Suis capable de lire et d'assimiler des informations complexes.

**Example 4.2: Language biography – self-assessment checklist (French writing)**

- Je suis capable de rédiger un texte de longueur moyenne.
- Je suis capable de rédiger un texte de longueur moyenne avec des arguments convaincants.
- Je suis capable de rédiger un texte de longueur moyenne avec des arguments convaincants et des arguments contreditifs.
- Je suis capable de rédiger un texte de longueur moyenne avec des arguments convaincants et des arguments contreditifs et des arguments contreditifs contreditifs.
- Je suis capable de rédiger un texte de longueur moyenne avec des arguments convaincants et des arguments contreditifs contreditifs et des arguments contreditifs contreditifs contreditifs.
### Example 5: Dossier – list of documents

<table>
<thead>
<tr>
<th>Doc. No.</th>
<th>Tipo di documento (in ita: - Osservare, leggere, scrivere)</th>
<th>Lingua</th>
<th>Data</th>
<th>N. Corso di Lavoro</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>lettera amicale</td>
<td>francese</td>
<td>25.10.04</td>
<td>4A</td>
</tr>
<tr>
<td>2</td>
<td>Argomentazione</td>
<td>francese</td>
<td>14.10.04</td>
<td>4A</td>
</tr>
<tr>
<td>3</td>
<td>Represa di video (da test, video)</td>
<td>francese</td>
<td>14.10.04</td>
<td>4A</td>
</tr>
<tr>
<td>4</td>
<td>le livre des contes</td>
<td>francese</td>
<td>09.01.04</td>
<td>4B</td>
</tr>
<tr>
<td>5</td>
<td>les poèmes</td>
<td>francese</td>
<td>09.01.04</td>
<td>4B</td>
</tr>
<tr>
<td>6</td>
<td>Histoire du process d'un chien</td>
<td>francese</td>
<td>23.07.04</td>
<td>4B</td>
</tr>
</tbody>
</table>

### Example 6.1: Dossier – group work

**La mort**

C'est une chose triste, c'est une chose terrible, c'est une chose à laquelle personne ne peut pas échapper.

**Deux amours perdus**

Toi et moi un seul souffle

Toi et moi un seul battement de cœur

Toi qui m'as enlevé pour me laisser

Dans ma solitude

Toi qui étais une partie de moi, toi qui resteras toujours dans mon cœur.

(Nicoletta, Stefania L.)

**L'homme de mes rêves**

L'homme de mes rêves doit être...

qu'au moment difficile de la vie...

qu'on m'ouvre...

qu'un qui m'aide...

qu'un qui m'écoute...

qu'un qui se confie en moi...

qu'un qui me protège...

Est-il seulement un rêve?

(Morena, Earica)

**L'amitié**

L'amitié est plus importante que l'amour.

L'amitié est quelqu'un qui écoute, qui te conseille, qui te donne des conseils.

L'amitié existe partout

L'amitié n'est pas mentrice

Le cœur est la partie du corps d'où vient l'amitié

Enfin l'amitié c'est la chose la plus belle.

De la vie.

(Mara, Simona, Luise)
"Changer de vie"

Tout d'abord je veux dire que j'estime beaucoup les personnes citées dans le texte que nous avons lu; elles ont eu un grand courage pour changer radicalement leur vie. Cependant je ne suis pas d'accord avec le choix de Daniela, je ne serais jamais capable de changer comme elle l'a fait.

Selon moi "changer de vie", cela veut dire changer de travail, changer de ville, pour commencer quelque chose de nouveau... mais pas se faire opérer pour devenir un homme.

C'est vrai qu'elle était maï dans sa peau, qu'elle se sentait de toujours un homme, mais mon opinion est que nous sommes nés comme ça, et qu'on n'a pas le droit d'avoir un autre sexe. Avec différentes races, deux sexes, alors pourquoi changer?

Avec les décisions prises par les autres personnes "connues", grâce à le vidéo, je suis déjà plus d'accord.

Elles ont voulu commencer une nouvelle vie, commencer un nouveau travail ou seulement réaliser un rêve. C'est peut être, beaucoup de gens l'ont fait.

Je ne veux pas dire que Daniela n'a pas eu le droit de devenir un homme, je veux seulement dire que "changer de vie", pour moi c'est toute autre chose.

Maintenant venons à moi. Je suis très contente de ma vie, je prends les jours comme ils viennent et je me sens bien dans ma peau. J'ai une famille superbe, je vis dans une belle maison et, grâce à mes études, un jour je pourrai faire un travail qui me satisfait. Le rêve le plus grand que j'ai, est de pouvoir partir au Brésil.

C'est pour ça que je partage la décision de Laurence et Ronald, moi aussi, j'irais vivre, pour un peu de temps dans un autre pays.

Le Brésil c'est un pays très beau pour moi, son climat, ses joutes magnifiques, et j'espère qu'une fois, je pourrais aller dans ce pays qui m'attire.

Pour conclure je veux dire que toutes les personnes doivent être contentes de ce qu'elles sont et de ce qu'elles ont.

Example 6.2: Dossier – discursive text
Résumé

Une chienne qui s'appelle Pacifique a été offerte à Jane Taylor, qui est un jeune de 34 ans qui habite à Liverpool et qui est aveugle. Bientôt, Pacifique apprend à remplacer les yeux de Jane et aussi à le conduire. En 1951, un chirurgien propose à l’homme de se faire hospitaliser, il extrait le fragment de grenade qui est la cause de la cécité de Jane. L’opération est bien passée et Jane peut voir pour la première fois sa chienne. Grâce à l’amour pour Pacifique et à sa bonne volonté, il devient peintre animalier. En prenant soin, il fait la connaissance de Joe Gordon, un ancien conducteur de camions de 53 ans, aveugle lui aussi. Étant donné que Joe Gordon ne sort plus de la maison, Jane décide de lui donner sa chienne. Ils apprennent à travailler ensemble mais, pour le moment, sous la guère de Jane Taylor. De semaine en semaine, ils font des progrès et Joe Gordon devient autonome avec son nouvel animalier.

Trois années plus tard Joe Gordon devient standardiste et Jane Taylor se marie et a deux enfants. Mais un jour, Jane vient à savoir que son ami a été renversé par une voiture et qu’il meurt ; de cette tragédie est accueilli Pacifique.

Jane Taylor retourne à Liverpool parce que tous les gens veulent poursuivre la peine Pacifique. Mais Jane, avec des spécialistes, découvre la vérité : la brute n’est pas à Pacifique, mais à la conductrice de la voiture M. Rosemary Shillabeer. En effet la conductrice s’était arrêtée pour laisser passer Joe et Pacifique, mais quand le pouvre aveugle était sur le passage clouté la voiture l’a renversé. Quelques mois plus tard la chienne commence à promener un autre aveugle et quand elle devient ancienne, elle va à vivre avec son ancien propriétaire âgé de 63 ans.

Pour se rappeler de la chienne tous les petits chiens s’appelleront Pacifique.

FINE

Example 6.3: Dossier – group work: a précis

Example 7: Language passport – self-evaluation on enrolment in course
### Example 8: Language passport – record of a stay in England

<table>
<thead>
<tr>
<th>Language</th>
<th>Type of stay</th>
<th>Activity Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1.3 stay</td>
<td>Hampton Court - London (GB)</td>
</tr>
</tbody>
</table>

### Example 9: Language biography – German (in German L2)

**Biografia personale di apprendimento linguistico**

<table>
<thead>
<tr>
<th>Data</th>
<th>Dettagli</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diana 19 Oktober 2001</td>
<td><strong>Meine Sprachbiografie für Deutsch</strong></td>
</tr>
</tbody>
</table>

Ich bin am 20 Februar 1982 im Tessin geboren und in Lomone aufgewachsen, deshalb ist Italienisch meine Muttersprache.


Die Muttersprache ist auch ein wichtiger Teil der kulturellen Identität und der sozialen Kommunikation. Ich spreche auch einige elementare Französisch und Spanisch, die ich in der Schule gelernt habe.


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Example 10: Language biography – English (in English L2)

Example 11: Learning targets for German, English, French, Spanish, Russian (in Italian L1)