

## A kit for ELP-related teacher training (ECML Project ELP-TT, C6)

### Involvement of teachers

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#### Towards an Action Plan for ELP Implementation

#### Stakeholders in relation to each other or where to make interventions

##### Key person: teacher

- The purpose: to support the implementation of the ELP by
    - developing a kit of materials and activities for ELP-related teacher training;
    - mediating materials and activities in a central workshop;
    - supporting national ELP training events arising from the central workshop
  - teacher training kit must be as wide-ranging as possible
    - the CEFR – competences, levels and descriptors
    - self-assessment in relation to the common reference levels
    - learning how to learn – a model for reflection for teacher trainers
    - learner autonomy
    - language in the ELP – language(s) of presentation and language(s) of process; plurilingualism
    - developing intercultural awareness
    - integrating the ELP with language curricula and textbooks
    - using the ELP to go beyond the textbook
    - connecting assessment with the ELP and the common reference levels
- An example:  
The intercultural dimension
- **Why is this topic in the programme?** – The intercultural component of the ELP “reflects the Council of Europe's concern with ... respect for diversity of cultures and ways of life” and the ELP should be “a tool to promote plurilingualism and pluriculturalism”. According to the *Principles and Guidelines* the language passport should record “intercultural learning experiences”. However, in most cases foreign language learning takes place in classrooms far away from the “target country”, and it is traditionally dominated by “a narrow view of language”. [1] It is therefore necessary to look for methods or activities to bring intercultural experiences into the classroom, mediated through the internet and other media. Global simulation is an activity that can give (especially young) foreign language learners intercultural experience.
- [1] D. Little & B. Simpson, *European language Portfolio: the intercultural component and learning how to learn*, Strasbourg, Council of Europe, 2003, p. 5.
- **Working methods** – Work in pairs. Invent a native speaker of the target language by
    - giving him/her a name, age, family, etc.
    - decide where he/she lives (region, town, street, etc.)
    - finding his/her school and give him/her a realistic language profile
    - .....
    - Check the information on the internet or with a resource person.
  - The outcome of this activity should be a language biography page
  - **What we want to achieve** – Participants are introduced to a number of activities they can use to develop the intercultural experience with their learners. Presentations on posters should provide an overview of possible activities.
  - Cover page
  - Powerpoint presentation on intercultural learning
  - Worksheet
  - Language biography
  - Handout
  - Additional materials
    - Workshop ‘Analysing a Textbook by using ELP and CEFR’
  - National events -Reports
    - Hamburg
    - Selbsteinschätzung (Hamburg)
    - Selbsteinschätzung
    - Sprachstadt
  - References