


A C Languages for social cohesion
 Languages for social cohesion: multilingualism and intercultural learning

B D Les langues pour la cohésion sociale
 Les langues pour la cohésion sociale: multilinguisme et interculturelité

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Principles

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Principe 1

The promotion of plurilingualism and pluriculturalism:

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

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Principe 2

The ELP is the property of the learner:

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

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Principe 6

The ELP records more than self-assessment

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

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Key design features

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Key design feature 1

The ELP has three parts:

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

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

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

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Key design feature 6

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

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

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Key design feature 6

Language(s) of presentation and process:

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

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Workshop task

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