

APPENDIX A

DATA ELICITATION INSTRUMENTS

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Trinity College Project on Using the ELP in Irish Post-Primary Schools

Name: _____

Class: _____

() Boy or Girl ()

Date: _____

Thank you for helping us with our research project. We are interested in finding out about how different students use the ELP to make their learning better. There is no such thing as a right or wrong answer, so you can put down what you think or feel honestly. The information you give will not be passed on to your teacher. When you have finished filling in the questionnaire, please give it to the researcher.

For each of the following items, please underline the phrase that you feel closer corresponds to your thoughts.

e.g. 0. I like ice-cream a lot.
Very true Sort of true Not very true Not at all true

A. Why do I do my course-work (class-work and homework)?

1. Because I want the teacher to think I'm a good student.
Very true Sort of true Not very true Not at all true
2. Because I'll get in trouble if I don't.
Very true Sort of true Not very true Not at all true
3. Because it's fun.
Very true Sort of true Not very true Not at all true
4. Because I will feel bad about myself if I don't do it.
Very true Sort of true Not very true Not at all true
5. Because I want to learn new things.
Very true Sort of true Not very true Not at all true
6. Because that's what I'm supposed to do.
Very true Sort of true Not very true Not at all true
7. Because I enjoy doing my course-work.
Very true Sort of true Not very true Not at all true
8. Because it's important to me to do my course-work.
Very true Sort of true Not very true Not at all true

B. Why do I try to answer hard questions in class?

9. Because I want the other students to think I'm smart.
Very true Sort of true Not very true Not at all true

10. Because I feel ashamed of myself when I don't try.
 Very true Sort of true Not very true Not at all true
11. Because I enjoy answering hard questions.
 Very true Sort of true Not very true Not at all true
12. Because that's what I'm supposed to do.
 Very true Sort of true Not very true Not at all true
13. To find out if I'm right or wrong.
 Very true Sort of true Not very true Not at all true
14. Because it's fun to answer hard questions.
 Very true Sort of true Not very true Not at all true
15. Because it's important to me to try to answer hard questions in class.
 Very true Sort of true Not very true Not at all true
16. Because I want the teacher to say nice things about me.
 Very true Sort of true Not very true Not at all true

C. Why do I try to do well in school?

17. Because that's what I'm supposed to do.
 Very true Sort of true Not very true Not at all true
18. So that my teachers will think I'm a good student
 Very true Sort of true Not very true Not at all true
19. Because I enjoy doing my school work well.
 Very true Sort of true Not very true Not at all true
20. Because I will get in trouble if I don't do well.
 Very true Sort of true Not very true Not at all true
21. Because I'll feel really bad about myself if I don't do well.
 Very true Sort of true Not very true Not at all true
22. Because it's important to me to try to do well in school.
 Very true Sort of true Not very true Not at all true
23. Because I will feel really proud of myself if I do well.
 Very true Sort of true Not very true Not at all true
24. Because I might get a reward if I do well.
 Very true Sort of true Not very true Not at all true

D. Why do you not make fun of another child for making a mistake?

25. Because if I do, I'll get in trouble.
very true sort of true not very true not at all true
26. Because I think it's important to be nice to others.
very true sort of true not very true not at all true
27. Because other kids won't like me if I do that.
very true sort of true not very true not at all true

E. Why do you try to be nice to other kids?

28. Because if I don't, other kids won't like me.
very true sort of true not very true not at all true
29. Because I'll get in trouble if I don't.
very true sort of true not very true not at all true
30. Because I think it's important to be a nice person.
very true sort of true not very true not at all true

F. Why would you help someone who is in distress?

31. Because I think it's important to give help when it's needed.
very true sort of true not very true not at all true
32. Because I could get in trouble if I didn't.
very true sort of true not very true not at all true
33. Because I want people to like me.
very true sort of true not very true not at all true

G. General feelings

34. I feel confident in my ability to learn the material in this course.
Very true Sort of true Not very true Not at all true
35. I feel able to use the ELP effectively.
Very true Sort of true Not very true Not at all true
36. I am able to achieve my goals in this course.
Very true Sort of true Not very true Not at all true
37. I feel able to do well in this course.
Very true Sort of true Not very true Not at all true

38. I feel that my teacher offers me choices and options.
 Very true Sort of true Not very true Not at all true
39. I feel understood by my teacher.
 Very true Sort of true Not very true Not at all true
40. My teacher conveyed confidence in my ability to do well in the course.
 Very true Sort of true Not very true Not at all true
41. My teacher encouraged me to ask questions.
 Very true Sort of true Not very true Not at all true
42. My teacher listens to how I would like to do things.
 Very true Sort of true Not very true Not at all true
43. My teacher tries to understand how I see things before suggesting a new way to do things.
 Very true Sort of true Not very true Not at all true

H. Aspirations

In this section, you will find a number of life goals, presented one at a time, and we ask you three questions about each goal. (a) How important is this goal to you? (b) How likely is it that you will attain this goal in your future? and (c) How much have you already achieved this goal thus far? Please use the following scale in answering each of the three questions about each life goal.

not at all = 0 moderately = 1 very = 2

e.g. Life-goal: To work for the betterment of society.

0. How important is this to you? _____
0. How likely is it that this will happen in your future? _____
0. How much have you already attained this goal? _____

Life-goal: To be a very wealthy person.

1. How important is this to you? _____
2. How likely is it that this will happen in your future? _____
3. How much have you already attained this goal? _____

Life-goal: To learn new things.

4. How important is this to you? _____
5. How likely is it that this will happen in your future? _____
6. How much have you already attained this goal? _____

Life-goal: To have good friends that I can count on.

7. How important is this to you? _____
8. How likely is it that this will happen in your future? _____
9. How much have you already attained this goal? _____

Life-goal: To have people comment often about how attractive I look.

10. How important is this to you? _____
11. How likely is it that this will happen in your future? _____
12. How much have you already attained this goal? _____

Life-goal: To be famous.

13. How important is this to you? _____
14. How likely is it that this will happen in your future? _____
15. How much have you already attained this goal? _____

Life-goal: To help others improve their lives.

16. How important is this to you? _____
17. How likely is it that this will happen in your future? _____
18. How much have you already attained this goal? _____

Trinity College Project on Using the ELP in Irish Post-Primary Schools

Name: _____ Class: _____ Date: _____

Thank you for helping us with our research project. We are interested in finding out about how different students use the ELP to make their learning better. There is no such thing as a right or wrong answer, so you can put down what you think or feel honestly. The information you give will not be passed on to your teacher. When you have finished filling in the questionnaire, please give it to the researcher.

SECTION 1

What do you enjoy or not enjoy in your language course?

For each item below, tick ✓ the box that best corresponds to how often you do each activity, choosing between **At least once a lesson, Once a week, Never, Other (please specify):** _____.

Tell us whether you **like** or **don't like** this activity by ticking the **Yes** or **No** box alongside.

Activity	How often do you do this activity in class?				Do you like doing it?/ Would you like to do it?	
	At least once a lesson	Once a week	Never	OTHER: Please specify	Yes	No
Working with the textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Listening to tapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Watching a video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Working at the computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Working in the language lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Listening to the teacher talk in Italian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Writing in Italian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Speaking in Italian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Reading Italian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Learning things off by heart (when the teacher tells me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Learning things off by heart (even when the teacher doesn't tell me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Looking things up in a dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Doing Italian homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Looking at videos or photos of Italy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Working with a partner in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Doing homework with a friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Giving answers in class when the teacher asks questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Working in a small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Having to be quiet in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Speaking or reading out loud in front of the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Other Activities- Please Specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Other Activities- Please Specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2

What do you think about learning foreign languages?

For each statement below, tick ✓ the answer that says what you think.

Statements about learning languages	What do you think?
1. Learning a foreign language is very difficult	<input type="checkbox"/> I strongly agree <input type="checkbox"/> I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I don't agree <input type="checkbox"/> I strongly disagree
2. It is helpful when the teacher speaks in Italian in class as much as possible	<input type="checkbox"/> I strongly agree <input type="checkbox"/> I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I don't agree <input type="checkbox"/> I strongly disagree
3. It is better not to say anything at all in Italian, rather than make mistakes	<input type="checkbox"/> I strongly agree <input type="checkbox"/> I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I don't agree <input type="checkbox"/> I strongly disagree
4. The most important part of learning Italian is concentrating hard on grammar	<input type="checkbox"/> I strongly agree <input type="checkbox"/> I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I don't agree <input type="checkbox"/> I strongly disagree
5. It is easier to read and write Italian than to speak and understand it	<input type="checkbox"/> I strongly agree <input type="checkbox"/> I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I don't agree <input type="checkbox"/> I strongly disagree
6. It is easier to learn Italian than Irish	<input type="checkbox"/> I strongly agree <input type="checkbox"/> I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I don't agree <input type="checkbox"/> I strongly disagree
7. Learning Italian is more difficult than learning other subjects at school	<input type="checkbox"/> I strongly agree <input type="checkbox"/> I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I don't agree <input type="checkbox"/> I strongly disagree
8. You have to be really clever to learn Italian	<input type="checkbox"/> I strongly agree <input type="checkbox"/> I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I don't agree <input type="checkbox"/> I strongly disagree
9. Intelligence is something you are born with and you cannot change it	<input type="checkbox"/> I strongly agree <input type="checkbox"/> I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I don't agree <input type="checkbox"/> I strongly disagree
10. You need to do some learning outside class if you are going to be good at Italian	<input type="checkbox"/> I strongly agree <input type="checkbox"/> I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I don't agree <input type="checkbox"/> I strongly disagree

SECTION 3

Do you think you put a lot of work into learning Italian?

Tick ✓ the boxes to tell us whether you usually, sometimes or never do the things described below.

What some people do when they try to learn a language	Do you do this?
1. I make an effort to think about what I've learned in Italian class	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
2. If the teacher asks the class a question, I try to think of the right answer	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
3. If I don't understand something we are learning in Italian class, I ask for help	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
4. If I don't know the Italian word for something, I try to find out what it is	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
5. I write down new Italian words in a notebook so that I can remember them	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
6. I put as much effort as possible into doing my Italian homework	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
7. When I get my Italian homework back, I look carefully at my mistakes and the teacher's comments	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
8. When the teacher asks us, I make an effort to talk in Italian in class	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
9. I try to learn things off by heart that I know will be useful	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
10. I look for chances of speaking, reading or listening to Italian outside school (for example, meeting Italian students or tourists, watching satellite/cable TV, watching Italian films, surfing the Internet, etc.)	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never

SECTION 4

Do you have any reasons for wanting to learn Italian?

Put a tick ✓ in the box for all the reasons below which are true for you

Reasons for learning Italian	Tick if this is true for you
1. I think it's great to be able to speak another language	<input type="checkbox"/>
2. I want to learn Italian so that I can understand people when I go on holiday abroad	<input type="checkbox"/>
3. I like learning Italian	<input type="checkbox"/>
4. I'd love to have a good Italian accent	<input type="checkbox"/>
5. I want to be able to speak Italian so that I can show off in front of other people	<input type="checkbox"/>
6. I think it's fun to speak in Italian	<input type="checkbox"/>
7. I want to learn Italian so that I can use it as a secret code with friends	<input type="checkbox"/>
8. I wish I didn't have to learn Italian	<input type="checkbox"/>
9. My parents encourage me to learn Italian	<input type="checkbox"/>
10. I think that learning Italian is useful because I want to make friends with people from other countries	<input type="checkbox"/>

If you have other reasons for wanting to learn Italian, please tell us:



It Trinity College Project on Using the ELP in Irish Post-Primary Schools

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SECTION 1

What do you enjoy or not enjoy in your language course?

*For each item below, tick ✓ the box that best corresponds to how often you do each activity, choosing between **At least once a lesson**, **Once a week**, **Never**, **Other (please specify)**:_____.*

*Tell us whether you **like** or **don't like** this activity by ticking the **Yes** or **No** box alongside.*

Activity	How often do you do this activity in class?				Do you like doing it?/ Would you like to do it?	
	At least once a lesson	Once a week	Never	OTHER: Please specify	Yes	No
Working with the textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Listening to tapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Watching a video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Working at the computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Working in the language lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Listening to the teacher talk in Italian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Writing in Italian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Speaking in Italian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Reading Italian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Learning things off by heart (when the teacher tells me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Learning things off by heart (even when the teacher doesn't tell me)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Looking things up in a dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Doing Italian homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Looking at videos or photos of Italy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Working with a partner in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Doing homework with a friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Giving answers in class when the teacher asks questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Working in a small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Having to be quiet in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Speaking or reading out loud in front of the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Other Activities- Please Specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Other Activities- Please Specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

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3. It is better not to say anything at all in Italian, rather than make mistakes	<input type="checkbox"/> I strongly agree <input type="checkbox"/> I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I don't agree <input type="checkbox"/> I strongly disagree
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6. It is easier to learn Italian than Irish	<input type="checkbox"/> I strongly agree <input type="checkbox"/> I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I don't agree <input type="checkbox"/> I strongly disagree
7. Learning Italian is more difficult than learning other subjects at school	<input type="checkbox"/> I strongly agree <input type="checkbox"/> I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I don't agree <input type="checkbox"/> I strongly disagree
8. You have to be really clever to learn Italian	<input type="checkbox"/> I strongly agree <input type="checkbox"/> I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I don't agree <input type="checkbox"/> I strongly disagree
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SECTION 3

Do you think you put a lot of work into learning Italian?

Tick ✓ the boxes to tell us whether you usually, sometimes or never do the things described below.

What some people do when they try to learn a language	Do you do this?
1. I make an effort to think about what I've learned in Italian class	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
2. If the teacher asks the class a question, I try to think of the right answer	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
3. If I don't understand something we are learning in Italian class, I ask for help	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
4. If I don't know the Italian word for something, I try to find out what it is	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
5. I write down new Italian words in a notebook so that I can remember them	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
6. I put as much effort as possible into doing my Italian homework	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
7. When I get my Italian homework back, I look carefully at my mistakes and the teacher's comments	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
8. When the teacher asks us, I make an effort to talk in Italian in class	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
9. I try to learn things off by heart that I know will be useful	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never
10. I look for chances of speaking, reading or listening to Italian outside school (for example, meeting Italian students or tourists, watching satellite/cable TV, watching Italian films, surfing the Internet, etc.)	<input type="checkbox"/> usually <input type="checkbox"/> sometimes <input type="checkbox"/> never

SECTION 4

Question 1: like/dislike



Question 2: usefulness of the ELP



Question 3: favourite and least favourite bits



Question 4: which skills? please tick



listening



reading



spoken interaction



spoken production



writing

Question 5: setting your own learning targets



Manolis's Narrative on Open-ended questions:
Questionnaire 6 (found in section 4 of questionnaire
2B above)

1. Do you like working with the ELP in your */TAL/AN* class? If yes, tell us why. If no, tell us why not.
2. Do you think using the ELP might actually help you to learn */TAL/AN*? How? For example, using a diary helps you to plan and remember important events. Using a computer helps you to produce nice-looking documents or get information from the Internet. Using a mobile phone helps you to stay in touch with people. In what ways do you think using the ELP helps you to learn */TAL/AN*?
3. As you know, the ELP has three different sections: the Language Passport, the Language Biography, and the Dossier (where you store your own personal work). And there are different kinds of pages in these sections – pages where you set goals, pages where you write down things you have noticed about the */TAL/AN* language or */TAL/AN* culture, and so on. Tell us which particular bit of the ELP you like best, and why. And which bit do you like least of all, and why?
4. The ELP talks about five communicative skills: listening, reading, spoken interaction, spoken production and writing. Which of these skills in particular have you been working on in your */TAL/AN* class? You can tick more than one skill.
5. In this class you have started setting your own learning targets through the ELP. Do you do this kind of thing – setting your own targets – in your other school subjects? Do you think it's a good idea to try to set your own learning targets like this? Why?

Agenda for ELP Learner Interview April-May 2004

1. Interview introduction: Provisional agenda given to the learner
2. Two minutes free for the learner to read through the agenda and ask questions.
3. The learner greets TCD and introduces him/herself.

Main Interview:

4. Do you like learning Irish/Italian/French/German/Spanish?
5. Do you like using the ELP in your course? Do you find it helpful? (Yes/No and why)
6. How do you usually use it?
7. How often?
8. How easy do you think it is to judge what you're good at in Irish/ Italian/ French/ German/ Spanish, and what you can do and can't do?
9. Do you think the ELP has helped you learn more Irish/Italian/French/German/Spanish than if you were not using it in your course? How can you tell?

A) Did it help you organise your learning better?

B) Did it help you understand your stronger and weaker points in language learning? What are they?

C) Do you think you know how to learn languages better now than what you did before? Can you prove it? (Please indicate: ELP pages that contain related information; your own intuitions; how you feel your accuracy and fluency in Irish/Italian/French/German/Spanish has changed, etc.)

D) From the five language skills contained in the ELP, which one(s) are you best at? What do you find hardest?

E) Do you think you can apply the organising and reflection skills used in the ELP in other things in your life? Where?

10. What will you try to achieve in your course this year? Do you think the ELP can help you achieve that? Yes/ No and How?

11. Do you think the ELP should change in any way to become more effective?

12. Do you think the ELP should be used by all the learners learning foreign languages in Ireland? Yes/No and Why?

13. If you were to give a message to other learners of foreign languages in relation to the ELP, what would that be?

14. What do you think makes a really good ELP?

15. What's your favourite subject in school and why?

16. Did you find this interview: very difficult/ somewhat difficult/ not very difficult/ not at all difficult.

17. Would you like to ask something?

18. Is it ok with you if parts of this interview are shown to other teachers/ learners who are thinking of using the ELP in their classes for the first time?

Thank you!

Manolis Sisamakias,
National Co-ordinator of the ELP Support Network
Centre for Language and Communication Studies
Trinity College Dublin

Agenda for ELP Teacher Interview April-May 2004

1. Interview introduction: Provisional agenda given to the teacher
2. Two minutes free for the teacher to read through the agenda and ask questions.
3. The teacher greets TCD and introduces him/herself.

Main Interview:

4. Do you like using the ELP in your course? Do you find it helpful? (Yes/No and why)
5. How do you usually use it and how often?
6. Do you think the ELP has helped your learners learn more Irish/Italian/French/ German/Spanish than if you were not using it in your course? How can you tell?
7. How easy do you think it is to judge if your learners are good at in Irish/ Italian/ French/ German/ Spanish, and what they can do and can't do? Does the ELP help in that? How?
 - A) Did it help them organise their learning better?
 - B) Did it help them understand their stronger and weaker points in language learning? How?
 - C) Do you think they know how to learn languages better now than what they did before? Can you prove it?
 - D) Do you think the ELP helped the learners become more reflective and autonomous? Y/N and why?
 - E) Do you think they can apply the organising and reflection skills used in the ELP in other things in their life? Where?
 - F) Do you think their motivational levels have been affected by the use of the ELP? How can you tell?
 - H) Are there any particular features of this class that may have affected your use of the ELP with them in a significant way?
8. Do you think the ELP should change in any way to become more effective?
9. Do you think the ELP should be used by all the language teachers in Ireland? Yes/No and Why?
10. What supportive actions do you think are needed for the teachers who are using the ELP?
11. Do you think your outlook towards teaching (and learning) languages has changed since you started using the ELP? Y/N and how?
12. If you were to give a message to other language teachers in relation to the ELP, what would that be?
13. What do you think makes a really good ELP?
14. Did you find this interview: very difficult/ somewhat difficult/ not very difficult/ not at all difficult.
15. Would you like to ask something?
16. Is it ok with you if parts of this interview are shown to other teachers who are thinking of using the ELP in their classes for the first time?

Thank you!

Manolis Sisamakias,
National Co-ordinator of the ELP Support Network
Centre for Language and Communication Studies
Trinity College Dublin

Agenda of the first ELP Interview with learners A & B from class 11, school 11 that was used in the interview following their trans-national placement on 26/9/2003

1. Interview introduction: Provisional agenda given to B and A
2. Two minutes free for them to read through the agenda and ask questions, if any (in German or English).
3. *David* introduces himself, his class (duration of the course so far: month the course started, approximate date of ELP introduction to this class).
4. A and B greet TCD and introduce themselves.

Main Interview:

5. Do you like using the ELP in your course? Do you find it helpful? (Yes/No and why)
6. How do you usually use it?
7. How often?
8. Do you think the ELP has helped you learn more German than if you were not using it in your course?
 - A) Did it help you organise your learning better?
 - B) Did it help you understand your stronger and weaker points in language learning?
 - C) Do you think you know how to learn languages better now than what you did before?
 - D) Do you think you can apply the organising and reflection skills used in the ELP in other things in your life? Where?
9. Did you like going abroad? Why? What did you like best? What did you like the least?
10. What did you find particularly interesting?
11. What do you think could be made better in such visits abroad?
12. Do you think more learners should be given the chance to go abroad on such trips? Why?
13. Would you like to go on another trip if you were given the chance? Why?
14. Do you think it is a good idea for learners that are learning a foreign language to visit a country where that language is the main language of communication? Why?
15. Do you think your knowledge of German is better now than before going to Austria? Can you prove it? (Please indicate: ELP pages that contain related information; your own intuitions; accuracy and fluency in German, etc.)
16. Did you use the ELP while you stayed in Austria?
17. How did you use it?
18. How often?
19. Do you think the ELP has helped you learn more German than if you would not have it with you?
 - A) Did it help you organise your learning better?
 - B) Did it help you understand your stronger and weaker points in language learning?
 - C) Do you think you know how to learn languages better now than what you did before?
20. Did you use the supplementary *Learning Progress & ELP Use Checklist*? Did you find it helpful? Why?
21. What will you try to achieve in your course this year? Do you think the ELP can help you achieve that? Yes/ No How?

22. Do you think the ELP should change in any way to become more effective?
23. Do you think the ELP should be used by all the learners learning foreign languages in Ireland? Yes/No and Why?
24. Would you like to participate in a presentation of the ELP to other Irish learners and language teachers, mentioning your experience with it so far?
25. Is it ok with you if parts of this interview are shown to other teachers/ learners who are thinking of using the ELP in their classes for the first time?
26. Possible additional question(s) by *David*.
27. Did you find this interview: very difficult/ somewhat difficult/ not very difficult/ not at all difficult
28. Would you like to ask something? (B*x / A*y)

Thank you!

Manolis Sisamakís,
National Co-ordinator of ELP Support Network
Centre for Language and Communication Studies
Trinity College Dublin

Working with the European Language Portfolio 2003–04

[Empty] Teacher Evaluation Report [printed format]

Thank you for agreeing to participate in the empirical evaluation of the European Language Portfolio (ELP) for Irish post-primary learners. One important strand of this evaluation is regular ongoing feedback from you on your experience of working with the ELP in a particular “ELP project class”. The purpose of this report form is to provide a uniform framework for documenting teacher feedback on a regular basis. This will make it easier for us to analyse and compare the experiences of teachers in different classrooms.

We are grateful to you for taking the time to reflect and report on your experiences of working with the ELP. This will make it easier for us to develop and implement supportive actions for all the teachers that are currently using or will use the ELP in their classes.

We should like to assure you that your feedback will be treated in confidence, and that individual or institutional identities will not be revealed in any publications that arise from this empirical evaluation.

Please complete this report form **before the end of each month** and bring it along to the meeting (or e-mail/send it to Manolis Sisamakias if you are unable to attend).

(It is necessary to complete Section A below only on the first occasion.)

SECTION A	Your name	Date
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Overview of your ELP project class –

year (e.g. 1stLCert.):

number of lessons per week:

language of study:

duration of each lesson:

ability level (mixed, upper, lower):

SECTION B	Your name	Date
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Please give a detailed account of what you did with your class this term in relation to the ELP

Please describe how you think this helped your learners to

plan and organize their learning

set learning goals

Monitor and evaluate their learning

think about the target language

think about problems in learning

How well did things work for you this term? Please give examples

What problems, if any, did you experience?

What problems, if any, did your learners experience?

Additional comments or reflections/ notable occurrences

[Empty] Teacher Report Form [ELECTRONIC SIMPLIFIED FORMAT]

Section A

Name:

Date:

ELP Project Class

year:

language:

ability level:

no. of lessons per week:

lesson duration: Minutes

no. of learners:

Timetable:

Section B

Please give a detailed account of what you did with your class this month in relation to the ELP:

Please describe how you think this helped your learners to

plan and organize their learning:

set learning goals:

monitor and evaluate their learning:

think about the target language:

think about problems in learning:

How well did things work for you this month? Please give examples

What problems, if any, did you experience?

**What problems, if any,
did your learners
experience?**

**Additional comments or
reflections:**

ELP Network Project 2003–04: Final Teacher Report Form

END-OF-YEAR REFLECTIONS

To be returned in person on the 4th of May

Section A

Name:

Date:

ELP Project Class

Year:

Language:

ability level:

no. of lessons per week:

lesson duration:

no. of learners:

End-of-year reflections

IMPORTANT NOTES:

A. If you are filling in this form manually rather than electronically, please feel free to use a separate sheet to record your reflections. To that effect, we have included below section numbers (in grey font) which you can use to avoid any misunderstanding. The electronic form expands automatically to fit its contents, once you start writing after the grey arrow.

B. All teachers that participate with two project classes are kindly requested to use the same form for both classes and clearly indicate in their text when one comment they make is applicable only to a specific class/ student/ group of students.

What differences has working with the ELP made to you as a teacher in relation to

planning (courses, S1 ►
lessons), time
management

classroom management S2 ►
(organizing activities,
groups, etc.)

use of the textbook and S3 ►
other teaching-learning
materials

your personal view of the S4 ►
learning process

your view of how your S5 ►
learners are getting on in
developing their L2
proficiency

What differences has working with the ELP made to your learners in relation to

interest, motivation, S6▶
attitudes to learning

development of skills in S7▶
self-management
(planning, monitoring,
evaluating learning)

development of L2 S8▶
proficiency (overall
proficiency levels, focus
on particular skills)

What do you think you gained from your participation in the project? What has been particularly helpful or less helpful?

S9 ►

What were your own and your classes feelings in relation to:

the questionnaire surveys S10 ►

classroom observations and related feedback S11 ►

teacher reports S12 ►

What type of support actions do you think are needed for the successful adoption of the ELP?

S13 ►

What particular difficulties did you experience this year?/ What challenges did you have to successfully meet?

S14 ►

On the basis of your experience using the ELP so far, do you think the model for learners in Irish post-primary education can be improved in any way?

S15 ►

Would you do something in a different way in relation to what you did this year, were you to use the ELP in a class like the one(s) that participated in this project?

S16 ►

What advice would you give to language teachers that have not yet used the ELP?

S17 ►

Further Comments:

S18 ►

Thank you for your time, effort and valued reflections,

**Manolis Sisamakis
ELP Support Network Co-ordinator**

Trinity College Project on Using the ELP in Irish Post-Primary Schools

Learning Progress & ELP Use Checklist

(Proposed frequency of use: approximately weekly) TERM:	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE

Have we updated our language passports for this term?								
Have we set up and recorded our general aims for this term and our reflections on our learning?								
Have we used the skill checklists to record what we can do in French/ German/ Irish/ Italian/Spanish?								
Can we understand the vocabulary related to the items we have already ticked?								
Have we looked at and updated the Junior/ Leaving Certificate syllabus Card?								
Have we produced one or more items for our dossiers this week? (write number and type of items; e.g. texts, taped pronunciation exercises,								
Have we set and recorded a definite goal for this week?								
Have we written down the things we noticed about language and culture this week?								
Have we recorded any communication problems we had this week and how we solved them?								
Have we written down one method (system, technique, trick) we use to learn languages?								
Have we recorded the intercultural experiences we had this week (if any)?								
Have we filled in the section related to our heritage languages?								
Did we negotiate the topic/ activities/ method we used this week?								
Did we focus on at least one specific grammar point this week? If yes, which one?								

..... TERM	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE

<i>How much have we practised speaking (interaction/production), writing, reading, listening in Spanish/French/Irish/Italian/German this week?</i>								
Spoken Interaction: How many minutes each one of us spoke on average per class?								
Spoken Production: How many times did we have to speak and for how long per class?								
Reading: Did we read an authentic text this week? If yes, write down the number of texts.								
Listening: Did we listen to any authentic material in Italian/French/Irish/Spanish/German this week?								
Writing: Did we write something in Italian/French/Irish/Spanish/German this week?								
How much did we use Irish/French/German/Spanish/Italian in class this week? (e.g. always/ almost always/ half the time/ often/ very little)								
Have we learned something about ourselves this week? If yes, did we record it in the ELP?								

Learning Progress & ELP Use Checklist (continued)

Additional symbols you can use to fill in the checklist: — , ☺ , ☺ ☺ , ☺ ☺ ☺ / — , √ , √√ , √√√

- = No
- ☺ or √ = Yes, with a lot of help
- ☺ ☺ or √√ = Yes, with a little help
- ☺ ☺ ☺ or √√√ = Yes, on my own

Developed by the European Language Portfolio Network Support Group (Spring 2003)