



EUROPEAN CENTRE FOR MODERN LANGUAGES

CENTRE EUROPEEN POUR LES LANGUES VIVANTES

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Second medium-term programme of activities 2004-2007

**Project C6 – ELP\_TT**

**Training teachers to use the European Language Portfolio**

## **Report on Central Workshop 8/2004**

(Graz, Austria, 24-27 November 2004)

**Project team:**

**David Little**, Trinity College, Dublin, Ireland (co-ordinator)

**Hans-Peter Hodel**, Switzerland

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This report is accessible in English and in French on the ECML website: <http://www.ecml.at>

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## Goals of the project

This project is designed to support the implementation of the ELP in Council of Europe member states by (i) developing materials and activities for ELP-related teacher training, (ii) mediating the materials and activities in a central workshop, and (iii) supporting national ELP training events and follow-up projects in 2005 and 2006.

The expected outcomes of the project are:

- ? a kit of ELP-related teacher training materials and activities, introduced at the central workshop, made available on CD-ROM for use at national follow-up events in 2005 and 2006, supplemented by additional materials and activities developed for or by those events, and published together with an introductory booklet in January 2007;
- ? up to 40 multipliers at international level (central workshop) and an indefinite number of multipliers at national level (follow-up events and projects);
- ? dissemination of results via (i) online reports on the central workshop, national training events and follow-up projects, and (ii) the final version of the training kit and the accompanying booklet (also to be made available online).

## Aim of the central workshop

In accordance with the goals of the project, the aim of the central workshop was to mediate the first version of the teacher training kit to participants and at the same time encourage them to reflect on the kind of follow-up event or project they were in a position to organize.

## Participants

Including the project team, there were 42 participants in the central workshop, drawn from the following countries: Albania, Andorra, Armenia, Austria (2), Croatia, Cyprus, Czech Republic (2), Estonia, Finland (3), “the former Yugoslav Republic of Macedonia”, France, Germany, Greece, Hungary, Iceland, Ireland (3), Italy, Latvia, Liechtenstein, Lithuania, Malta, Netherlands (2), Norway (2), Poland, Romania, Russian Federation, Slovak Republic, Slovenia, Spain, Sweden, Switzerland (2), United Kingdom (2).

## Themes and issues addressed in the central workshop

From the beginning of the planning process the project team decided that the teacher training kit must be as wide-ranging as possible. Accordingly the central workshop addressed the following themes and issues:

- ? the *Common European Framework* – competences, levels and descriptors (Hans-Peter Hodel)
- ? self-assessment in relation to the common reference levels (Dick Meijer)

- ? learning how to learn – a model for reflection for teacher trainers, teachers and learners (Viljo Kohonen)
- ? learner autonomy – drawing together the threads of self-assessment, goal-setting and reflection (David Little)
- ? language in the ELP – language(s) of presentation and language(s) of process; plurilingualism (Radka Perclová)
- ? developing intercultural awareness (Dick Meijer)
- ? integrating the ELP with language curricula and textbooks (Hans-Peter Hodel, Radka Perclová, Viljo Kohonen)
- ? using the ELP to go beyond the textbook (Dick Meijer)
- ? connecting assessment with the ELP and the common reference levels (Hans-Peter Hodel).

### **Working methods**

In the first session of the workshop participants were invited to take stock of their own ELP situation and reflect on their options for a follow-up event or project. Thereafter each theme/issue was introduced in a plenary session and explored in working groups of not more than nine participants. The working groups remained the same throughout the workshop in order to encourage the growth of a strong interactive dynamic. Each group was animated by a member of the project team. Most working group sessions produced poster summaries of their conclusions; these were displayed in the plenary room and were thus available to all other participants. As the workshop progressed, participants gradually compiled their own version of the teacher training kit comprising handouts and activity sheets, the products of group work sessions, and individual notes and reflection.

### **Next steps**

By the end of the workshop a draft timetable of 25 follow-up events had been drawn up. During January and February 2005 the project coordinator will negotiate a final timetable with details of each event (dates, location, theme, target audience, likely number of participants, working methods, ECML expert). The timetable will be submitted to ECML by the end of February 2005 and will be available on the ECML website. In March/April 2005 the teacher training materials and activities used at the workshop will be made available to participants on CD-ROM. It is hope that the follow-up events will expand and supplement the teacher training kit.

David Little  
21 December 2004