

Contents

1. Introduction to Project C6: Training teachers to use the European Language Portfolio	5
2. The European Language Portfolio and the Common European Framework of Reference for Languages	9
2.1 The European Language Portfolio	9
2.1.1 What is the ELP?	9
2.1.2 What are the ELP's functions?	10
2.1.3 How is the ELP meant to work?	10
2.2 The Common European Framework of Reference for Languages	11
2.2.1 The relation between the ELP and the CEFR	11
2.2.2 The CEFR's action-oriented approach	13
2.3 The ELP and learner autonomy	15
3. Implications of the CEFR and the ELP for teacher education	17
3.1 Introduction: a new paradigm in foreign language education	17
3.2 Pre-service teacher education: the Swiss experience	18
3.2.1 The CEFR and the ELP – common core for training syllabuses	18
3.2.2 The CEFR as an educational and teaching tool: a range of methods	19
3.2.3 Study plan	20
3.2.4 Other training aspects inspired by the CEFR	21
3.3 In-service teacher education: the Finnish experience	21
3.4 The professional change processes	24
3.4.1 Sociocultural theory: the role of beliefs and interaction	24
3.4.2 Towards a transformative paradigm in teacher education	27
3.4.3 Encountering educational change	28
3.4.4 A note on the context of professional growth	30
4. The CD-Rom	33
4.1 The kit of teacher training materials	33
4.1.1 Individual and group reflection on the ELP and key issues in teacher training	33
4.1.2 Sketching preliminary action plans	33
4.1.3 The Common European Framework: activities, competences, levels	34
4.1.4 Self-assessment in relation to the common reference levels: how do I know what level I am at, and how do I prove it?	34
4.1.5 Learning to learn: a model of reflection for teacher trainers, teachers and learners	35
4.1.6 Learner autonomy: drawing together the threads of self-assessment, goal-setting, reflection	35
4.1.7 Language in the ELP: language(s) of presentation and process; plurilingualism	36
4.1.8 The intercultural dimension: global simulation	36
4.1.9 Integrating the ELP with language curricula and textbooks; using the ELP to go beyond the textbook	37
4.1.10 Connecting assessment with the ELP and the common reference levels	38
4.2 Additional materials	39
4.3 National training events	39
4.4 Reference documents	39
References	41
Notes on the authors	45