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ELP in whole-school use
Emploi du portfolio européen des langues à l'échelle de l'établissement scolaire

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Report on dissemination workshop, Graz, 19–20 May 2011

The workshop was attended by the project team (David Little, Francis Goullier, Rosanna Margonis-Pasinetti and Rosi Öhler) and 37 participants. Altogether 29 countries were represented: Albania, Armenia, Austria, Bosnia and Herzegovina, Bulgaria, Cyprus, Czech Republic, Egypt, Finland, Former Yugoslav Republic of Macedonia, France, Germany, Greece, Iceland, Ireland, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Romania, Russian Federation, Slovak Republic, Slovenia, Spain, Sweden, Switzerland. Nine of the participants were teachers, eight were pre- or in-service teacher educators, seven were university professors or lecturers, thirteen were advisers or inspectors, and twelve had other roles (a number of participants belonged to more than one category).

The workshop had the following aims:

1. To introduce ELP-WSU, its aims, working methods and results.
2. To exchange information about ELP implementation in the countries represented at the workshop.
3. To present the ten sub-projects of ELP-WSU, carried out in Albania, Austria, Czech Republic, Greece, Hungary, Iceland, Lithuania, Norway, Romania, Russian Federation.
4. To consider the implications of ELP-WSU and the dissemination workshop for future ELP implementation in the participating countries.

The workshop alternated between plenary input sessions, group work and feedback. In the first session Waldek Martyniuk presented the work of the ECML and David Little introduced ELP-WSU and explained its focus on whole-school use of the ELP.

The participants then divided into four working groups, one French- and three English-speaking. Their task was to answer the following questions:

- To what extent is the ELP used in your context?
- If it is used in your context, to what extent is it used on a whole-school basis
- If the ELP is not used in your context, do you think it should be, given the arguments presented in the opening session?

The working groups reported as follows (the reports were written by individual group members):

French-speaking group (rapporteur: Silvia Fankhauser, Suisse)

Après un tour de table, nous nous sommes rendu compte que le PEL était très diversement implanté, mais surtout à petite échelle et dans quelques établissements. La généralisation de l'outil semble rencontrer des difficultés au niveau de tous les pays.

Le groupe a essayé de faire émerger des hypothèses quant au pourquoi de ce manque d'enthousiasme à l'usage de cet outil.

Au cycle primaire, les enseignant-e-s sont en général des généralistes. L'approche plus ludique des disciplines dans ces degrés favorise l'utilisation du PEL. Au cycle secondaire, les enseignant-e-s expliquent que l'implémentation du PEL est chronophage. Le découpage très disciplinaire du pensum est un frein, de même que l'approche actionnelle et communicative du domaine des langues n'est pas encore reconnue par tous.

Les discussions du groupe permettent de faire les propositions suivantes :

De manière générale, l'usage du PEL n'est pas remis en question, l'introduction à l'échelle de l'établissement doit favoriser les projets qui permettront ensuite de se diffuser à l'ensemble des enseignant-e-s locaux, puis régionaux.

Pour une bonne diffusion au niveau régional, puis national, les projets doivent recevoir l'appui et une reconnaissance officielle des autorités (scolaires et ministérielles). Cette reconnaissance devrait d'une part être financière (mise à disposition du matériel PEL) mais également pratique par la mise en place d'un dispositif de formation des enseignant-e-s au CECR et à l'utilisation du PEL, un soutien à travers un réseau de professionnels.

Le niveau « Information/communication » est aussi jugé comme très important. La communication doit être faite autour du PEL en démontrant qu'il s'agit d'un outil pour l'avenir de l'enfant, outil qui le suivra tout au long de sa vie scolaire/professionnelle et qui lui permettra de faire reconnaitre ses compétences.

Les milieux professionnels doivent aussi être sensibilisés à l'existence des PEL et à leur utilisation, voir à leur reconnaissance.

La famille est elle aussi partie prenante dans l'usage du PEL. A travers l'outil, la langue de la famille est aussi reconnue.

English-speaking group 1 (rapporteur: Denisa Ďranová, Slovak Republic)

The European Language Portfolio is used differently in the participants' different contexts. All of the countries represented in the group had developed and implemented one or more ELP models: either for young learners, or for lower or upper secondary level. Mostly paper versions of the ELP have been developed, though some participants had experienced the development of electronic versions of the ELP too. Regarding this fact, the advantage of the paper ELP version was emphasized. Specifically, a paper version of the ELP represents a more personal tool for a learner than an electronic version. Perceiving the ELP as a personal tool has an important impact on the whole process of work with the ELP itself.

Countries represented in the group did not use the ELP on a whole-school basis; and the ELP is used on a smaller scale than developers hoped for when it was first implemented. ELPs are

mostly implemented individually, that is, in some classes of a particular school and at particular levels of proficiency. Some countries are still at the stage of piloting the ELP.

The value of the ELP in participants' specific contexts was reported and some of its advantages were emphasized:

- Being learner-centred, it supports learner autonomy and covers different communicative activities.
- It frames language development at different school levels.
- As a sustainable self-assessment tool it can be used to monitor the learning process and provide feedback.
- It brings innovation and motivation to the classroom and supports the development of learner self-esteem.
- It encourages learners to be autonomous.
- It supports the intercultural dimension of language learning and the development of plurilingualism.

Two procedures are required for a successful implementation of the ELP:

1. To develop/rewrite the curricula based on "Can do" statements.
2. To create a checklist for self-assessment and monitoring.

English-speaking group 2 (rapporteur: Martin Teuber, Germany)

To what extent is the ELP used?

- very diverse responses
- no actual data/figures about ELP use; rather personal accounts
- ELP is mainly used for one language, but rarely for more than one
- number of schools/school forms working with it varies greatly
- mostly spread in primary schools, also in vocational schools
- rarely used in upper secondary education
- central questions: what is meant by ELP – the philosophy or the instrument/product?
- our answer: the philosophy, i.e. promotion of learner autonomy and self-assessment is what counts
- positive: all participating countries use the CEFR as a basis for language learning, at least on a theoretical basis, e.g. in curricula, but contextualisation of CEFR is often missing
- many schools work with a portfolio in language classes, though not necessarily with the ELP
- new teaching material partly integrates elements of the ELP, but often insufficiently
- some countries aim at developing teaching material independent of school books

Reasons why ELP is only used in some schools (random list):

- lack of electronic version
- 'can do' descriptors are not always available in all languages offered at school

ELP in whole school use?

- only 2 examples in discussion group 2: Albania and Austria

To further promote ELP in whole school use should be a major European objective

English-speaking group 3 (rapporteur: Eva Obžerová, Slovak Republic)

At the very beginning I would like to express the great appreciation to the organizers who got people from all over the Europe together and enabled them to share their ideas and experience and thus encouraged them to start a useful process of using the ELP.

I have to say that after the introduction of ourselves in the group we could see how diverse were the places – schools of all types, teacher-training centres, ministries of education etc. – we work at as well as our posts/positions at work and what different experiences we have with using ELP… some of us were real beginners in this field.

All of us agreed that the ELP created by the Council of Europe is one of the best instruments supported by the ECML, it is a great invention in modern approach to teaching and learning not only languages, and self-assessment is an essential part of it. It is very important to lead children from a very early age to be able to assess themselves (**Stela**). It is very easy to speak about that but much more difficult to build it into the classroom learning and teaching process to became an inseparable part of language teaching… However, if the ELP fitted the national standards, it would be a perfect instrument to know how and what to teach. In all the participating countries there are valid national standards for each subject and each grade in their educational systems. For pupils the ELP becomes a little standard, too – they can know and see what they should reach and they know at any stage of their education "where they are", which means that they are able to check their progress as well as their strengths and weaknesses.

Rosi provided us with the details about the content of portfolio and clarified its purpose, because from the discussion it was evident that not everybody exactly understands what is being meant under the term "portfolio". Many teachers and parents think that it is a set/a dossier of sheets of paper with some written homework or essays etc. She stressed the meaning of recording intercultural experience of the learners and language passport, which summarizes learners' language profiles.

Isabel informed us about the active website on how to integrate the ELP into the teaching and learning process in schools and how to start.

We all agreed on the fact that schools that work with the ELP properly and where it really works are like small separate islands, where usually the process starts and finishes. They are mostly individual primary schools pioneering its use. Other schools (at lower secondary and vocational levels) are only piloting using the ELP and the whole process is at an experimental stage and is not a part of school life. **Isabel** added that working with the ELP is usually as a result of the individual teacher's initiative. Only those who are convinced are able to convince the others. Parents often say that whether or not the ELP is implemented, it is enough to give pupils oral feedback after each unit… That is why as many people as possible should be involved, convinced and interested in the process of implementing the ELP – especially headmasters and pupils' parents, but also authorities and people at the ministries responsible for language teaching. **Martyna** considered teachers to be "the worst" and at the same time the most important group of people to convince.

Why does the ELP work so well in primary schools? Pupils are eager to learn new things, they are proud to be able to say anything in the foreign language, proud of their dossiers and happy to show off what they learned!!! **Elisabeth** explained the situation in Austria: at primary schools teachers use plenty of different materials, not only textbooks… they have more time to play with children, sing songs, they do diverse activities. **Martyna** confirmed that pupils are usually very critical in assessing themselves. The older pupils are, the more bored they feel about learning a new language. There is a lot of opposition at the age of 12 –

16. **Tanya** (Bosnia and Herzegovina) mentioned their 3-triad or 9-year system of education. In the 1st triad teachers are supposed to keep a portfolio and then it is given to the parents. **Eva** explained the situation regarding use of the ELP in her country – it was piloted in some primary schools, teachers and parents liked it, but then there were not enough ELP folders printed and published, so when the experiment finished, the use of the ELP at primary schools gradually died out. This year the process of approving ELP for learners aged 16+ is running. She considered it essential for teachers at primary schools to have printed/hard copies of ELP at their disposal.

Ritva (Finland) underlined that the ELP poses a pedagogical challenge and she also stressed its documentary character. She shared the general experience of her country: when pupils are used to working with the ELP and then they change school and the new school does not use it, they miss it a lot. She also spoke about the need to introduce the ELP in teacher-training colleges and **Isabel** added that it should also be brought into universities. Especially young teachers should know what the ELP's purpose is, how to work with it and how to motivate children to use it.

Gerard contributed to the discussion beautifully: "Schools used to be places where pupils had to do things. Teachers said what was good and what was not." The situation has changed for the better. Schools now are (mostly) places where learners can do what they want to do, what they like doing. Everyday skills are captured in the descriptors of the Common European Framework of Reference for Languages. School is more for life nowadays!

Summary

- All the participants contributed to the discussion.
- In all the countries represented in the group the ELP is used mainly in primary schools where teachers, pupils and parents are excited about it as a new pedagogical and methodological approach and a tool of self-assessment, but not on a whole-school basis.
- The ELP is a perfect tool for finding out about our strengths and weaknesses, knowing what to teach and learn.
- The ELP has pedagogical, documentary and institutional functions.
- The ELP means a shift of responsibility for assessment from teachers to learners.
- Out-of-school experience and learning is recorded in the ELP but not anywhere else. However, it might be an essential part of a learner's knowledge.
- To start using the ELP in schools means convincing ministry officials, headmasters, teachers, learners and parents.
- It is necessary to introduce this topic at universities (departments of teacher education), teacher-training colleges and centres. Perhaps international foreign language lecturers could also spread the idea.

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The second phase of the workshop was concerned with the sub-projects of ELP-WSU and their response to the pedagogical challenge of the ELP: to develop learner autonomy, intercultural awareness and plurilingualism. First, Rosi Öhler gave a detailed presentation of the sub-project she had co-ordinated at her school in Austria, the Praxisschule der Kirchlichen Pädagogischen Hochschule Edith Stein und der Katharina Lins Schule der Barmherzigen Schwestern in Zams (KLS). Then the working groups considered these questions:

- *Learner autonomy depends on the ability to take charge of one's learning*
  How did use of the ELP help to develop learner autonomy in the Austrian ELP-WSU project?
- *The ELP reflects the Council of Europe's concern with respect for diversity of cultures and ways of life*
  How did use of the ELP contribute to learners' intercultural awareness in the Austrian example?
- *Plurilingualism is a communicative capacity to which all knowledge and experience of language contributes and in which languages interrelate and interact*
  How did use of the ELP contribute to the development of learners' plurilingualism in the Austrian example?

The working groups reported as follows:

French-speaking group (rapporteur: Jonas Erin, France)

L'étude de cas proposée concerne la Katharina Lins Schule, une école autrichienne privée, de taille relativement modeste (110 filles) et dans laquelle s'est solidement installé un consensus pédagogique autour de la responsabilisation de l'élève.

Ces trois spécificités – politiques, structurelles et pédagogiques – limitent probablement la transférabilité du projet présenté. Mais cet exemple vertueux met tout de même en évidence tout le sens et l'intérêt de l'implémentation du Portfolio Européen des Langues (PEL) à l'échelle d'un établissement ainsi que les « leviers de la réussite » qui peuvent faciliter la mise en place du PEL dans d'autres contextes scolaires.

Les leviers de la réussite

La responsabilisation des élèves

Dans l'exemple présenté, le PEL a permis de motiver le nécessaire dialogue entre les élèves autour de l'apprentissage et d'en expliciter de nombreux ressorts. La responsabilisation d'élèves plus âgées auprès de leurs camarades plus jeunes implique tout le monde dans ce qui est devenu une véritable culture de l'auto et de l'inter-évaluation. Ces démarches collaboratives consolident la communauté scolaire et structurent l'apprentissage. Grâce au PEL chacun est amené dans le cadre de bilans métacognitifs à réfléchir à son propre parcours et / ou à celui des autres.

La dimension interculturelle et interdisciplinaire

Si l'intégration d'éléments de médiation dans le PEL favorise indéniablement la dimension interculturelle de l'apprentissage des langues vivantes, le développement d'échanges entre les différentes cultures disciplinaires participe grandement de la crédibilité de l'approche retenue.

L'adéquation entre les pratiques pédagogiques et la logique qui sous-tend le PEL est fondamentale dès lors qu'il s'agit d'implémenter durablement cet outil. Dans l'exemple présenté, le PEL renforce la remarquable cohésion de l'équipe pédagogique et, inversement, la cohérence du projet pédagogique de l'établissement a vraisemblablement facilité la mise en œuvre de l'outil.

Plurilinguisme et communication pluridirectionnelle

La variation des contextes d'utilisation des langues à l'école (cours de langues, cours de disciplines non linguistiques, semaines à projets, etc.) et une exposition accrue aux langues

qui dépasse le seul contexte scolaire (lectures, baladodiffusion, communications via Internet, etc.) consolide l'apprentissage des langues.

L'exemple autrichien montre combien la valorisation de toutes les langues, y compris les langues premières des élèves quand celles-ci diffèrent de la langue de scolarisation, se retrouve facilitée par l'instauration de rituels pédagogiques. L'utilisation concrète et régulière, dans des situations de communication familières, de sa langue ou de celle de l'autre fédère, ne serait-ce que sur un plan éducatif, l'adhésion à une société plurilingue dans laquelle l'individu développe les compétences de médiation, de négociation, de décentration et d'empathie. Le PEL soutient cette logique en mettant en lumière le patrimoine linguistique de chacun ainsi que le patrimoine linguistique collectif.

Bilan

De cet exemple il convient de tirer plusieurs enseignements :

- l'implémentation du PEL est une démarche progressive et continue qui peut être facilitée par l'usage au démarrage de descripteurs accessibles aux élèves car présents en nombre limités et ancrés dans leur réalité ; la constitution de listes ouvertes de descripteurs que l'on enrichie progressivement semble de ce point de vue très efficace ;
- la communication autour du PEL doit être bien pensée et maîtrisée, notamment en direction des usagers de l'école que sont les élèves et leurs parents ; l'ouverture de la communauté scolaire et sa capacité à intégrer et s'enrichir de chaque nouvelle langue et culture apportée par les élèves et leurs parents semble prépondérante dans l'image que renvoie l'établissement scolaire.
- la mutualisation entre les acteurs (l'autorité éducative, les personnels de direction, les professeurs de langues vivantes et ceux des autres disciplines, etc.) est essentielle afin que l'implémentation du PEL devienne le projet de tous.

English-speaking group 1 (rapporteur: Haggag Mohamed, Egypt)

The session discussed the following three questions:

1. How did use of the ELP help to develop learner autonomy in the Austrian ELP-WSU project?

The discussion focused first on the Austrian example and then on different participants' countries' reactions to the ELP. Class size was discussed as a significant factor in successful ELP implementation. The teacher's ability and experience were also considered major factors. The Austrian example provided a clear example of the development of learner autonomy.

2. How did use of the ELP contribute to learners' intercultural awareness in the Austrian example?

Discussion centred on authentic activities that promoted intercultural awareness presented in the Austrian example. The "figure to be coloured" activity is a good way of getting students to think about their languages in an intercultural perspective. The activities in the example can develop students' personal reflection. Tolerance and respect for others' cultures were significant outcomes of the activities shown. Inviting someone from another culture to visit the classroom is a good means of raising awareness. The ELP should stimulate learners to think about other cultures and not just give rise to "mental notions" of other cultures. The ELP also promotes reflection on intercultural communication. Finally the group discussed stereotyping and understanding "the other".

3. How did use of the ELP contribute to the development of the learners' plurilingualism in the Austrian example?

ELP activities made use of the languages brought by students (family languages), for example, by having them translate a short text into their first language. It was suggested that we need a new form of ELP for all languages, including learners' home languages. The ELP prepares the learner for life in a multilingual world by raising awareness and through direct intercultural contact.

English-speaking group 2 (rapporteur: Roseanne Cuschieri, Malta)

Learner autonomy depends on the ability to take charge of one's leaning:

The ELP is one way of developing learning and intercultural awareness. The idea of including all languages spoken at school was very positive as was the idea of the morning assembly and having students work with and help each other. The idea of learner autonomy was already present in the school before the introduction of the ELP and this served as a very good basis. Another important factor was that Rosi's school could finance the ELP. But it was still necessary to convince all stakeholders. One way of "selling" the ELP would be by combining it with other portfolios: students store notes for other subjects in folders, so the ELP can be presented as another way of organising one's work. It is really a matter of dealing with learner strategies; discovering which strategies help students best, thus finding the key factors.

Most language teachers use coursework in their teaching. Therefore integrating the ELP in the usual language lessons can be ideal. In this way teachers would not need to change everything. Mostly students decide what should be included in their ELP file and this gives them more autonomy, promoting more self-directed learning. The ELP is used to reflect on learning. It can be perceived as a tool for self-directed learning, for empowerment: students have to be agents of their own learning.

Through peer assessment students give feedback to each other. Making this work requires pedagogical skill on the part of the teacher. The philosophy has to be clear. In each school there is always a Rosi. It is important to identify the Rosis and bring the others on board. Yet it has to be borne in mind that at times it is convenient not to identify the Rosis. Many teachers are rigid in their methods and habits die hard.

The ELP reflects the Council of Europe's concern with respect for diversity of cultures and ways of life. In the Austrian example, such respect was encouraged in a number of ways, for example, by inviting guest speakers. If we portray the ELP as a new big thing it may not work; there may be resistance. The ELP should be thought of as a companion: it keeps you on track in becoming a competent user of second and foreign languages.

The ELP encourages a grassroots approach: it belongs to the learner. Teachers of the mother tongue can do a lot to help create awareness. Much depends on learner motivation. The ELP per se does not promote anything, but it can be an excellent tool for helping learners to gauge where they stand. This is an ongoing process – not like having a textbook and working through it from beginning to end, or following course notes.

English-speaking group 3 (rapporteur: Stela Stefanova, Bulgaria)

The discussion was aimed at discovering the strong points in the Austrian ELP-WSU project presented by Rosi Öhler.

The first issue discussed was whether learner autonomy depends on the ability to take charge of one's own learning. In the Austrian project there were examples of self-directed learning, which is at the core of learner autonomy. By giving the students the opportunity to assess themselves one helps them to become more self-reliant and more confident about their knowledge. Furthermore, students can discover their own weak points and set targets for improvement.

The second part of the discussion focused on multiculturalism and the way students apprehend diversity of cultures, included in the ELP-WSU project at Katharina Lins Schule. The group's impression was that the activities which included personal reflection on meeting people from other cultures raised pupils' awareness of cultural diversity and helped them to value their own culture more.

The last topic of discussion was plurilingualism as a communicative capacity and the contribution of the Austrian project to its development. One of the main features of the project was the participation of students whose home language was not the language of schooling. They shared with other students aspects of their home language experience, and this helped them to set new learning goals. We concluded that the ELP values competences acquired outside school – in the learner's family, through acquaintances, even when on holiday. This has a positive impact on students' motivation and in getting them interested in learning new languages. What is more, all languages in the KLS were involved in ELP work, which inspired students to gain knowledge in more than one modern language. The ELP breaks the stereotype of periodicity in school work and compensates for the breaks between classes and terms. It changes the way of teaching and learning languages.

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Rosanna-Margonis Pasinetti concluded the second phase of the workshop by presenting the various ways in which the nine other ELP-WSU sub-projects responded to the challenges of learner autonomy, intercultural awareness and plurilingualism.

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In the final phase of the workshop the working groups were invited to discuss and respond to the following questions:

- In relation to what you have heard and discussed in the workshop so far, how would you describe (i) the needs of your own context and (ii) the challenges to be overcome?
- How can the ECML in general and the ELP-WSU guide in particular help your context to respond to those needs and meet those challenges?

The working groups reported as follows:

French-speaking group (rapporteur: Tatiana Yudina, Fédération de Russie)

En intervenant dans le cadre de ce tour de table personne n'a exprimé de doutes en ce qui concerne l'avenir et l'utilité du Portfolio européen de langues. On a en revanche exprimé le regret de ne pouvoir remettre tout de suite le *Guide à la planification, à l'implémentation et à l'évaluation de projets d'emploi* du PEL *à l'échelle de l'établissement scolaire aux*

enseignants et le désir de parler dès le retour des informations reçues et des réflexions des participants à l'Atelier du 19-20 mai 2011.

Les participants au tour de table aimeraient avoir des documents qui puissent les aider à organiser les activités de classe et l'évaluation. La réponse à cette remarque a été que c'est justement pour les échanges des expériences de la pratique du PEL et du CECRL que le réseau des participants a été crée (projets à court terme du CELV : projet ELP-TT3, projet CLASSRELEX, projet à moyen terme TT2 et autres) et qu'il existe un lien entre différents projets menés par le CELV dont les résultats peuvent être exploités par les professeurs de langues.

L'importance du support de la part des autorités éducatives pour organiser les projets d'implémentation du PEL dans les établissements d'enseignement a encore une fois été soulignée sans pour autant oublier le rôle majeur des initiatives provenant des enseignants eux-mêmes et des établissements intéressés.

La représentante de l'Espagne a partagé une très riche expérience de son pays où le projet PEL est réalisé au niveau national. On peut en prendre connaissance sur le site de l'APEE www://http.apee.es.

En ce qui concerne la promotion du PEL dans le cadre des systèmes éducatifs nationaux, les suggestions suivantes ont été formulées :

- tout d'abord diffuser les informations sur le PEL ;
- former au PEL les enseignants en formation initiale aussi bien qu'en formation en continu ;
- promouvoir et soutenir le PEL à travers les associations des enseignants de langue ;
- promouvoir et soutenir le PEL à travers les centres culturels de pays des langues cibles, implantés dans différents pays (Institut Goethe, Centres culturels français, British Council et autres) ;
- inclure les projets PEL dans les projets linguistiques des établissements ;
- intéresser et associer les parents des élèves etc.

Il a été noté que l'implémentation du PEL devrait se faire de manière progressive, par étapes.

Les participants au tour de table ont aussi souligné que pour mener un projet PEL à bien, un travail en équipe est important ainsi que le suivi du projet après le premier impact. Cette approche pourrait avoir un effet positif, compte tenu d'un certain conservatisme traditionnel des enseignants qui seraient amenés à modifier leurs approches à l'enseignement des langues et à l'évaluation des acquis.

Etablir un rapport entre le CECRL et le PEL avec les exigences des curricula nationaux est aussi une tâche à réaliser dans le cadre de la mise en œuvre d'un projet PEL WSU.

L'implémentation du PEL est également une opportunité pour valoriser les langues des migrants et des minorités ethniques.

La mise en œuvre du PEL dans un établissement scolaire constitue une chance pour y associer les professeurs des disciplines non-linguistiques qui, eux aussi, ont parmi d'autres, la tâche de développer la compétence communicative des apprenants dans leur discipline scolaire enseignée en langue maternelle (ou étrangère dans, par exemple, le cas des classes européennes).

En ce qui concerne l'évaluation des projets PEL WSU elle devrait porter sur deux aspects : a) l'évaluation de son impact pédagogique et didactique (impact sur les élèves, les enseignants et les approches de l'enseignement) et b) l'évaluation du déroulement du projet lui-même en

vue de pouvoir en éliminer les défauts et mettre en œuvre les bonnes pratiques et suggestions surgies au cours du projet.

English-speaking group 1 (rapporteur: Gabriele Kugler-Euerle, Germany)

Needs and challenges to be overcome

Implementing a new culture of teaching – a challenge

The ELP helps to bring together the various competences and skills emphasized by the communicative approach. It can be used successfully only in classrooms which are student-oriented because it presupposes that learning takes place in a more or less autonomous way. This is very important because we are facing more and more heterogeneous groups of learners who must be assigned individualized tasks. The main challenge is that in some countries teaching is still frontally oriented and teachers are unwilling to give up their teacher-oriented methods. One way of implementing the ELP is to inform teachers that it reflects national curricula which are based on the Common European Framework of Languages. If it really corresponds to the curriculum, the ELP is a generic part of modern teaching and not an additional burden which has nothing to do with "normal" teaching.

It is also necessary to focus on individual schools. In the federal system of Germany there are various school types and educational systems; each federal state has its own educational policy, which makes it difficult to find a common national policy. In all countries, however, the size of classes is a major obstacle to work with the ELP. The transition from primary to secondary school should also be supported by working with the portfolio. In many countries there is a portfolio for primary schools which can help to prepare learners for further ELP-oriented work in secondary school. The group agreed that it is useful to start off with certain elements of portfolio work and then to go on with the ELP and identify the various competence levels of the Common European Framework of Reference for Languages. At school and beyond language teachers are supposed to cooperate, which is extremely difficult to find time for. A national network is one way of providing teachers with support. At school parents should be informed about the ELP so that they actively support it.

How to implement the portfolio

The group agreed that within a period of 5 or 10 years all schools should work with portfolios, not just in foreign language teaching, but in all subjects. In workshops participants should be instructed "bottom up": too much cognitively oriented instruction about the ELP is not productive because it tends to overpower teachers who are mainly interested in methods they can directly make use of. The group thought that the ELP is best introduced by focusing on particular elements like self- and peer-assessment. It is also helpful to "deconstruct" the more complex checklist descriptors, which can otherwise be difficult to handle. Sample portfolios are a good means of describing the function of the portfolio to teachers. All in all, the approach should be very pragmatic and concrete. In this way we can also make clear that the ELP has two functions, one documentary and the other pedagogical. We should not forget that we have to consider migrants and their cultural backgrounds explicitly. This is extremely difficult for teachers but they can start off with the cultural experiences of their students by interviewing them about journeys abroad or foreign relatives and friends.

Implementing portfolio work in teacher education at the university and teacher training colleges is a good way of familiarizing teachers with the way a portfolio works and how useful it is.

Materials for implementing the portfolio

Facing a huge variety of ELPs we realize that there are plenty of materials to support implementation. At the same time we need to remember that such materials tend to be designed with the needs of particular age groups in mind. All these materials can be easily obtained and handed out in workshops. However, securing necessary financial support is often a problem.

Help from the ECML – in general and with the guide in particular

The group discussed electronic supports such as internet platforms, discussion forums or implementation websites but recognized that they are often not much used by teachers themselves. The group thought that examples of best practice could be useful. Basically, small groups of people from different member states are most effective, so the group would like to have more meetings such as the present one. We need to have access to materials developed in different countries which have proved to be easily applicable to the teaching process.

The group thought that the guide to the planning, implementation and evaluation of whole-school ELP projects helps the reader to understand the ELP in a broader context because it offers general information on the implementation of the portfolio as a sort of plan of action. Group members would also welcome experts from the ECML to give courses on working with and evaluating the ELP in their countries.

English-speaking group 2 (rapporteur: Kamila Sladkovská, Czech Republic)

All participants appreciated the guide to the planning, implementation and evaluation of whole-school projects.

The group agreed that there is a strong need for many kinds of material – for teachers, teacher educators, pupils, decision-makers, parents and employers – on the new ELP website that the ECML is currently developing.

The ELP-related needs and challenges of the participants' contexts:

- Informative brochures for school boards and head teachers
- Information about the ELP in the mother tongue of the target group (parents, employers, teachers etc.)
- Information about the ELP for use in pre-service teacher education
- Strategies for persuading parents about the importance of the ELP
- Guidelines for implementing the ELP in the school context
- Guidelines for disseminating the ELP at national level
- Ways of motivating teachers to use the ELP in their lessons
- Ways of securing direct accesses to schools and teachers using the ELP
- Ways of combining competence-based teaching and learning with the official requirements regarding assessment
- Ways of identifying examples of the best practice
- Ways of developing awareness of linguistic diversity
- Ways of networking teachers who are using the ELP
- Ways of getting a new generation to assume responsibility for mediating the ELP philosophy
- The ELP miracle ☺?

How can the ECML and ELP-WSU guide help with these needs and challenges:

- The ECML should continue its ELP-related activities
- The ECML should support ELP implementation in different school contexts
- The ECML should provide general online support for the ELP
- The ECML should inform about and mediate access to training events related to the ELP
- The ECML should publish examples of best ELP practice
- The ECML should organize smaller ELP regional meetings in different countries and regions
- The ECML should provide good and experienced lecturers who could prepare teachers to implement and use the ELP.

English-speaking group 3 (rapporteur: Gerard Doetjes, Norway)

A. Needs and challenges

- If the initiative to introduce the ELP is taken by the teacher(s), support from the head master is a must from day 1.
- If the initiative is taken by the head master, co-operation with/among teachers is a must from day 1.
- Parents and pupils should also be involved from day 1.
- Schools have to meet national standards/competence goals etc., but if those standards/goals coincide with the ELP, life becomes easier, not more complicated.
- In a whole-school approach, we need to listen open-mindedly to subject teachers.
- The ELP is perfectly well suited to schools that want to strengthen their international and/or plurilingual/-cultural profile.
- Always be prepared to meet "unwilling" teachers, head masters, parents, pupils
- Teachers and headmasters need to know that it takes time (5 years? 10 years?) to implement the ELP on a whole-school basis.
- Some schools will not implement the whole ELP, but only parts of it (or work in ways that are harmonious with the ELP).
- Support from local/national government + ECML, Council of Europe etc. is essential (it is important to be part of a larger context).
- Members of the group expressed different opinions on the necessity of legislation.
- One way to go: introduce teacher educators to the ELP (as in Finland), then introduce it into pre-service teacher education.
- In-service training is also important for dissemination of the ELP.

B. Help from the ECML

- The guide helps us to develop arguments and gather information in the pre-start/start phase of new ELP-WSU projects.
- More examples of good practice + materials are needed (ECML website).
- We can help each other find funds (Comenius?).
- ECML could provide ELP teachers with a certificate.
- Many of us would like to have access to an e-ELP.
- One's L1 might be the "foreignest" language of all, but note that the ECML is broadening its perspective on language education in its next medium-term programme.

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Participants' evaluation of the event was strongly positive. 61.76% reported that the workshop had met their expectations and 35.29% that it had exceeded their expectations. 51.52% strongly agreed and 48.48% agreed that the workshop had contributed to the development of their professional competence; 55.88% strongly agreed and 44.12% agreed that it had motivated them to become more active in networking with the professional community; while 38.24% strongly agreed and 58.82% agreed that they had taken an active part in group discussions. Individual participants offered the following comments:

- Une très bonne organisation et une ambiance chaleureuse
- L'échange avec des collègues d'autres pays était très bien, le manque de données explicites était un grand défi encore c'était quasiment la meilleure forme de savoir comment est la situation dans le reste d'Europe. L'événement était très informatif, mais pas beaucoup de propositions ont été préparées pour mon pays.
- J'espère qu'une suite sera donnée à ce séminaire de manière à permettre aux participants d'approfondir et de consolider le réseau des représentants de chaque pays et la réflexion et le travail communs qui en émergent.
- Une expérience tout à fait enrichissante, de différentes opinions et des idées innovatrices pour mon bagage professionnel.
- Très enrichissant tant par le contenu que par les échanges que nous avons eus. Très riche de pouvoir mettre en parallèles les experiences de divers pays.
- Everything was arranged including the perfect weather ;)
- Sincères remerciements aux organisateurs !
- Workshop was well structured, excellent facilitation
- Participants should have been in different groups each time.
- Thank you for your contribution. I think that those couple of days were quite useful and prospective for our future work as such kind of events put toward foreign language teaching methodology worldwide. Thank you again. I am looking forward to meeting again here.
- I can see the advantage of keeping the same groups for the three discussions – but it also stops you meeting and having in-depth discussions with the other 30 participants. I don't have any solution and I am sure that you considered the 'pour et contre' when you decided.
- It was a good idea to keep groups always the same but I must admit that there were participants whose face I would not even recognise. More interaction would be a huge asset.
- I would like to have more time for discussion/dialogue and interaction during work in groups and round table feedback.
- More examples of using the ELP in schools; a school visit in Graz, where the ELP is used.
- It would be even more beneficial if the participants could talk/elaborate on their personal examples of good usage of ELP (like the Finnish example)
- I would like to thank the ECML for the opportunity to become a part of the ELP-WSU Workshop and to wish success to all your initiatives.

Participants also gave strongly positive feedback on the administrative support provided by the ECML.

Appendix 1: Workshop programme

Thursday 19 May / jeudi 29 mai

09.00–09.30	Opening: ECML	Ouverture : CELV
09.30–10.30	Participants introduce themselves ELP-WSU: what, why, to what purpose? (David Little) Introduction to discussion groups: Questions for discussion groups; form of plenary feedback	Les participant-e-s se presentent ELP-WSU : quoi, pourquoi, quelle finalité ? (David Little) Introduction aux groupes de discussion : questions adressées aux groupes et forme des retours en séances plénière
10.30–11.00	Coffee	Pause café
11.00–12.30	Discussion groups (i) • To what extent is the ELP used in your context? • If it is used in your context, to what extent is it used on a whole-school basis • If the ELP is not used in your context, do you think it should be, given the arguments presented in the opening session?	Groupes de discussion (i) • Dans quelle mesure le PEL est-il employé dans votre contexte? • Si il l'est, dans quelle mesure est-il employé à l'échelle de l'établissement scolaire ? • Si le PEL n'est pas employé dans votre contexte, pensez-vous qu'il devrait l'être, eu égard aux arguments présentés au cours de la séance d'ouverture ?
12.30–14.30	Lunch	Déjeuner
14.30–16.00	14.30–15.00 Round table feedback – chair: Francis Goullier) 15.00–16.00 Presentation of one ELP-WSU project (Rosi Öhler)	14.30–15.00 Tour de table, retours des discussions de groupe (i) (Modérateur : Francis Goullier) 15.00–16.00 Présentation d'un projet ELP-WSU (Rosi Öhler)
16.00–16.30	Coffee	Pause café
16.30–18.00	Discussion groups (ii) • *Learner autonomy depends on the ability to take charge of one's learning* How did use of the ELP help to develop learner autonomy in the Austrian ELP-WSU project? • *The ELP reflects the Council of Europe's concern with respect for diversity of cultures and ways of life* How did use of the ELP contribute to learners' intercultural awareness in the Austrian example? • *Plurilingualism is a communicative capacity to which all knowledge and experience of*	Groupes de discussion (ii) • *L'autonomie de l'apprenant dépend de sa capacité à prendre en main son apprentissage.* En quoi l'emploi du PEL a-t-il contribué au développement de l'autonomie de l'apprenant dans le projet autrichien ? • *Le PEL est le reflet de l'intérêt que le Conseil de l'Europe porte au respect de la diversité des cultures et des modes de vie.* En quoi l'emploi du PEL a-t-il contribué au développement de la conscience interculturelle des apprenants dans le

	language contributes and in which languages interrelate and interact How did use of the ELP contribute to the development of learners' plurilingualism in the Austrian example? Participants are invited to discuss these questions with reference also to their own context	projet autrichien ? • *Le plurilinguisme est une aptitude à la communication, à laquelle contribuent toutes les connaissances et les expériences langagières et dans laquelle les langues entrent en relation et interagissent .* En quoi l'emploi du PEL a-t-il contribué au développement du plurilinguisme des apprenants dans le projet autrichien ?
Evening / soir	The ECML will make a restaurant reservation for those participants who wish to dine together	Le CELV se charger de réserver une table dans un restaurant pour les participant-e-s qui souhaiteraient dîner ensemble

Friday 20 May / vendredi 30 mai

09.00–10.30	9.00–10.00 Round table feedback from discussion groups (ii) – chair: Francis Goullier 10.00–10.30 Presentation of the other nine ELP-WSU projects (Rosanna Margonis-Pasinetti)	9.00–10.00 Tour de table, retours des discussions de groupe (ii) (Modérateur : Francis Goullier) 10.00–10.30 Présentation des autres neuf projets ELP-WSU (Rosanna Margonis-Pasinetti)
10.30–11.00	Coffee	Pause café
11.00–12.30	Discussion groups (iii) • In relation to what you have heard and discussed in the workshop so far, how would you describe (i) the needs of your own context and (ii) the challenges to be overcome? • How can the ECML in general and the ELP-WSU guide in particular help your context to respond to those needs and meet those challenges?	Groupes de discussion (iii) • Eu égard à ce que vous avez entendu et discuté jusqu'à présent au cours de l'atelier, comment définiriez-vous (i) les besoins spécifiques à votre contexte et (ii) les défis à relever ? • Dans quelle mesure le CELV en général et le guide issu du projet ELP-WSU peuvent vous venir en aide pour satisfaire ces besoins et relever ces défis?
12.30–14.30	Lunch	Déjeuner
14.30–16.00	14.30–15.30 Round table feedback followed by plenary discussion of further dissemination measures that might be taken at local, regional and national levels – chair: David Little 15.30–16.00 Participants complete feedback and evaluation questionnaires 16.00 Close of workshop	14.30–15.30 Tour de table de retours des groupes discussion, suivi par une séance plénière de discussion des mesures à prendre pour la dissémination au niveau local, régional et national (Modérateur : David Little) 15.30–16.00 Les participant-e-s respondent aux questionnaires d'évaluation 16.00 Conclusion de l'atelier

Appendix 2
List of participants by working group

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Groupe francophone

DIAS VIRGILIO, Daniela Isabel (Suisse)

ERIN, Jonas (France)

FANKHAUSER, Silvia (Suisse)

GKIOVOUSOGLOU-KAGA, Evangelia (Grèce)

GOULLIER, Francis (France)

LÓPEZ CÁNOVAS, Ascensión (Espagne)

PLEŞEA, Maria Monalisa (Roumanie)

SÖDERBERG, Carin (Suède)

TRAJKOVA, Mira ("L'ex-République yougoslave de Macédoine")

YUDINA, Tatiana (Fédération de Russie)

English-speaking group 1

ANASTASSIADES, Lozios (Cyprus)

ĎURANOVÁ, Denisa (Slovak Republic)

JANSMA, Nynke Marijke (Netherlands)

KUGLER-EUERLE, Gabriele (Germany)

LITTLE, David (Ireland)

MOHAMED, Haggag (Egypt)

PERIĆ, Nataša (Montenegro)

POGHOSYAN, Naira (Armenia)

SIPAITE, Vilija (Lithuania)

VOLČANŠEK, Susanne (Slovenia)

English-speaking group 2

CUSCHIERI, Rose Anne (Malta)

DOETJES, Gerard (Norway)

MARGONIS-PASINETTI, Rosanna (Switzerland)

NEZBEDA, Grete (Austria)

PICHLER, Ulrich (Austria)

ROČĀNE, Maija (Latvia)

SEINÄ, Terhi Tuulikki (Finland)

SLADKOVSKÁ, Kamila (Czech Republic)

STEFANI, Ludmilla (Albania)

TEUBER, Martin (Germany)

English-speaking group 3

BOGDANOVIC, Tatjana (Bosnia and Herzegovina)

DIERINGER-GRANZA, Elisabeth (Austria)

KANTELINEN, Ritva Anneli (Finland)

LANDSIEDLER, Isabel (Austria)

NAUSEDIENÉ, Egidija (Vilnius)

OBZEROVÁ, Eva (Slovak Republic)

ÖHLER, Rosi (Austria)

POLKOWSKA, Martyna (Poland)

RAGNARSDÓTTIR, Brynhildur Anna (Iceland)

STEFANOVA, Stela (Bulgaria)