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# **ELP –WSU**

Graz, Austria

19-20 May 2011

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# ECML

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- The European Centre for Modern Languages (ECML) is a Council of Europe institution based in Graz, Austria.
  - It was set up in 1995 as an Enlarged Partial Agreement of the CoE
  - Presently, it has got 34 member states.
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# ECML

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- In cooperation with the Language Policy Division of the CoE, the Centre functions as a catalyst for reform in the teaching and learning of languages.
  - It assists its stakeholders in member states in bringing language education policies and practices together.
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# ECML

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The international project teams....

- cooperate with experts from 34 European countries,
  - provide training models for teacher educators, equipping them to train others within their institutions and networks,
  - publish examples of good practice applicable to different contexts.
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# ECML

- **ECML Governing Board** (appointed ministerial representatives from each member state) adopts programmes of activities, monitors their implementation, oversees Centre's management.
- **ECML National Nominating Authorities** (Ministry's Agencies of each member state ) responsible for selecting participants to the Centre's activities.
- **ECML National Contact Points** (National networks in language education) disseminate information and documentation on the Centre's work on a national level.

# ECML

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- **Austrian Association** for the ECML (representing Austrian authorities) provides and manages the Centre's infrastructure, develops synergies with partners in the region thereby creating added value within the host country.
  - This unique structure enables the centre to serve as a European reference point for all who are interested in excellence in language education.
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# ECML

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- The hallmark of the ECML is the organization of international language education projects.
- Coordinated by teams of experts, these projects primarily target multipliers in language education such as teacher trainers, textbook authors and experts in the area of the development of curricula, educational standards, evaluation/assessment and plurilingual education.

# ECML

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- The projects have been organized within three/four year programmes.
  - The 2008-2011 programme is entitled “Empowering language professionals: competences – networks – impact – quality” (divided into 4 thematic areas: Evaluation, Continuity in language learning, Content and language education and Plurilingual education) and is at its end.
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# ECML

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- All the projects are run by a team consisting of a coordinator and three team members, experts in language education questions.
  - ECML workshops participants are national experts nominated by the member states in response to the participant profile issued by the Centre for each activity.
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# ECML

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The central point for all those requiring information on the ECML is its website:

<http://www.ecml.at>

The site offers four main areas of information:

- general information on the ECML,
  - details of the programme of activities,
  - access to the Centre's documentation, services,
  - interactive features.
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# ELP

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## What is the European Language Portfolio?

The Language Policy Division has developed the ELP as a complementary tool for the promotion of plurilingualism that relates the CEFR to learners' needs in a practical manner.

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# ELP

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- The positive, learner-centred and task-based approach, based on the standards of language competence taken from the CEFR, encourages learners to take responsibility for their lifelong learning process.
  - The proficiency scales with descriptors help them to establish their personal plurilingual profile and to develop it according to their needs.
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# ELP

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The ELP was developed by the Language Policy Division of the CoE, piloted from 1998 to 2000, and launched in 2001, the European Year of Languages.

The European Language Portfolio is a personal document, in which learners can record and reflect on their language and cultural experience, and has three parts:

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# ELP

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- a language passport in which language learners can summarise their linguistic and cultural identity, their language qualifications, their experience of using other languages, and their contacts with other cultures.

(In other words, it offers an internationally transparent overview of what the learner can do in different languages at any level)

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# ELP

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- a language biography that helps them to set learning targets, record and reflect on their language learning and their intercultural experiences, and regularly assess their progress.  
(In other words, the learners can keep an ongoing personal record of their experiences and progress)
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# ELP

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- a dossier in which they can keep samples of their work in the language(s) they have learnt or are learning.

(In other words, it contains material to support and illustrate what is recorded in the Language Passport or Language Biography)

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# ELP

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The CoE introduced the ELP as a means of helping learners to:

- keep track of their language learning – set learning targets, monitor their progress, and regularly assess the results of their learning.
  - record their language learning achievements and their experience of using other languages and encountering other cultures
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# ELP

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In this way, the ELP:

- helps to develop language learning and intercultural skills
  - facilitates educational and vocational mobility
  - encourages lifelong learning of languages
  - contributes to the promotion of democratic citizenship in Europe.
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# ELP

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## **Who has the ELP been designed for?**

- for language learners The ELP is designed to make the language learning process more transparent for learners of all ages. It allows them to record all language learning, wherever it takes place, and all experience of using other languages and coming into contact with other cultures.
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# ELP

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## for teachers and schools

- Teachers can use the ELP to help their learners to become more autonomous. Schools can use the ELP to develop a whole-school language policy and whole-school approaches to language teaching.
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# ELP

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## for teacher trainers

- In programmes of teacher education and development the ELP can be used to promote awareness of the common levels of the CEFR and to encourage reflective, learner-centred approaches to language teaching.
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# ELP

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## for employers

- As part of Europass, the Language Passport provides a summary of the owner's proficiency in languages, while the Language Biography and Dossier in the ELP provide employers with a more detailed picture of his/her language and intercultural skills.
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# ELP-WSU

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**What?** A two days workshop, the title: European Language Portfolio – Whole School Use.

**Who?** It was organized and implemented by the ECML, Graz.

**When?** It was held from 19-20 May 2011.

**Who..by?** It was attended by 32 member states representatives.

**What..for?** This was a dissemination workshop on the project started in 2008.

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# ELP-WSU

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## **Objectives?**

- To present results of the projects being implemented in some member states,
  - To present A Guide to the planning, implementation and evaluation of WSP
  - To discuss the progress of the project in future and how can the ECML in general and the Guide help participants to meet the needs and respond to challenges in their specific contexts.
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# ELP-WSU

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- The project was started in 2008 with 22 member countries involved.
- 11 of them started a pilot project in school(s) in their countries.
- Final case studies were submitted from 10 member countries.

An ELP-WSU project implies the use of the ELP in a school including all languages taught and learned there.

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# ELP-WSU

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During the workshop A Guide for planning, development and implementation of ELP WSU projects was discussed.

There were presentations of ELP WSU final case studies.

The participants agreed that ELP WSU projects were useful and expressed their hope that ELP WSU projects would be continued in future.

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