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

Compte-rendu de l'atelier de dissémination
Graz, 19 et 20 mai 2011

L'atelier a réuni les membres de l'équipe de projet (David Little, Francis Goullier, Rosanna Margonis-Pasinetti et Rosi Öhler) et 37 participants issus de 29 pays. Les 29 pays représentés étaient : Albanie, Allemagne, Arménie, Autriche, Bosnie-Herzégovine, Bulgarie, Chypre, Egypte, Espagne, Ex-république yougoslave de Macédoine, Fédération de Russie, Finlande, France, Grèce, Irlande, Islande, Lettonie, Lituanie, Malte, Monténégro, Norvège, Pays-Bas, Pologne, Roumanie, République slovaque, République tchèque, Slovénie, Suède, Suisse. Parmi les participants, neuf étaient des enseignants, huit étaient des formateurs d'enseignants en formation initiale ou continue, sept étaient des professeurs ou des maîtres de conférences à l'université, treize étaient des conseillers ou des inspecteurs et douze assumaient d'autres rôles (un nombre important de participants appartenaient à plusieurs de ces catégories).

L'atelier avait les objectifs suivants :

1. Présenter le projet ELP-WSU, ses objectifs, ses méthodes de travail et ses résultats.
2. Échanger des informations sur la mise en œuvre du PEL dans les pays représentés à l'atelier.
3. Présenter les dix études de cas développées dans le cadre du projet ELP-WSU et menés à bien en Albanie, Autriche, Fédération de Russie, Grèce, Hongrie, Islande, Lituanie, Norvège, Roumanie, République tchèque.
4. Examiner les implications du projet ELP-WSU et de l'atelier de dissémination pour les futures mises en œuvre du PEL dans les pays représentés à l'atelier.

L'atelier s'est déroulé en alternant des séances plénières de présentation, des travaux de groupes et des tours de tables permettant de revenir sur ces travaux et d'en discuter. Lors de la première séance plénière, Waldek Martyniuk a donné un aperçu du travail accompli par le CELV et David Little a présenté le projet ELP-WSU et expliqué son enjeu majeur, l'emploi du PEL à l'échelle de l'établissement scolaire.

Les participants ont ensuite été divisés en quatre groupes de travail, un groupe travaillant en français, les trois autres en anglais. Ils avaient comme tâche de répondre aux questions suivantes :

- 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 ?

Voici les comptes rendus des quatre groupes :

Groupe francophone (rapporteur: Silvia Fankhauser)

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 régionale, puis nationale, 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 professionnel.

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 reconnaître 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)

The European language portfolio is used in the participants' context differently. All of the countries developed and implemented one or more models of the ELP: either for young learners, or for lower, upper secondary level. Mostly paper versions of the ELP have been developed, though some participants have experienced the development of the electronic version 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 is reflected into the whole process of work with the ELP itself.

Participating countries do not use the developed ELPs on the whole school basis; the ELPs are used in a smaller scale than developers hoped when starting to implement them. ELPs are mostly implemented individually, that means in some classes of a particular school, various levels of proficiency and presently some countries, namely Cyprus, use the ELP only in the piloting phase.

- The value of the ELP in participants' specific context was reported and some of the advantages of the ELP were emphasized:
- Being a learning tool that is learner-based as it supports the learner's autonomy and covers different communicative activities.
- Framing the language development in different school levels.
- Being a sustainable self-assessment tool as it monitors the learner's process of learning and provides feedback.
- Bringing innovation and motivation to the classroom as it supports self-esteem of the learner.
- Encouraging learner's independence.
- Supporting plurilingual and intercultural dimension.

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)

To what extent is the ELP used?

- very diverse responses
- no actual data / figures about the 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 highly varies
- 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)

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 how different experiences we have with using ELP... some of us were real freshers in this field.

All of us agreed, that ELP created by the Council of Europe is one of the best instruments of 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 the very early age to be able to assess themselves (**Stella**). It is very easy to speak about that but much more difficult to implement it into the real classroom learning and teaching process to become an inseparable part of language teaching... However, if 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 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/control 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 internet on how to implement ESP into the teaching and learning process in schools and how to start.

We all agreed on the fact that schools that work with 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 at use of it. Other schools (a few of lower secondary and vocational ones) are only piloting using the ELP and the whole process is being at the stage of experiment and is not a part of the school lives. **Isabel** added that working with ELP is usually individual teacher’s initiative. Only those who are convinced are able to convince the others. Parents often say that if to implement ELP or not should be schools’ business and they are not interested. A plenty of teachers insist on being enough when they make an oral feedback with their pupils after each unit... That is why as many people as possible should be involved, convinced and interested in the process of implementing ELP – especially headmasters and pupils’ parents, but also authorities and people at the ministries responsible for language teaching. **Martyna** considers teachers to be “the worst” and at the same time the most important group of people to convince.

Why does it work so well in primary schools? Pupils are greedy to know or get to know new things, they are proud of being able to express 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 about the self-assessment. 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 1-st triad teachers are supposed to keep a portfolio and then it is given to the parents. **Eva** explained the situation with using ELP in her country – ELP was piloted at some primary schools, teachers and parents liked it, but then there was not enough ELP folders printed and edited, so when the experiment finished, using of ELP at primary schools gradually died out. This year the process of approving ELP 16+ is running. She considers to be essential for teachers at primary schools to have printed/hard copies of ELP at their disposal.

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

Gerard contributed to the discussion beautifully: “Schools were places where pupils had to do things. Teachers said what was good and what was not.” The situation at schools has changed favourably. Schools now are (mostly) places where learners can do what they want to do, what they like doing. Everyday skills are described in 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 ELP is used mainly at 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.
- ELP is a perfect tool of knowing our strengths and weaknesses, knowing what to teach and learn.
- ELP has its pedagogical, documentative and institutional character.
- ELP means a great shift of responsibility to assess from teachers to learners.
- Out of school experience and learning is not recorded anywhere. However, it might be an essential part of a learner's knowledge.
- To start using ELP in schools means to convince ministry officials, headmasters, teachers, learners and parents.
- It is necessary to introduce this topic as a part of suitable subject at universities – departments of teacher education, at teacher-training schools and centres. Perhaps international foreign language lecturers could also spread the idea.

La deuxième phase de l'atelier a été axée sur les études de cas développées dans le cadre du projet ELP-WSU et sur la façon dont ils ont relevé les défis pédagogiques du PEL, à savoir le développement de l'autonomie, de la prise de conscience interculturelle et du plurilinguisme de l'apprenant. Rosi Öhler a tout d'abord présenté dans les détails le projet qu'elle a

coordonné dans son école, la Praxisschule der Kirchlichen Pädagogischen Hochschule Edith Stein und der Katharina Lins Schule der Barmherzigen Schwestern in Zams (KLS). Ensuite les groupes de travail se sont penchés sur les questions suivantes :

- *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 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 ?

Voici les comptes rendus des quatre groupes :

Groupe francophone (rapporteur: Jonas Erin)

L'étude de cas proposée concerne la Katharina Lins Schule, une école autrichienne privée, de taille relativement modeste (110 filles) et dans laquelle a été 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 enrichit 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)

The session was a discussion of the following three questions:

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

The discussion was in two levels, the first was the ELP Austrian example and the second was different participants' countries reactions to ELP. Class sizes were discussed as significant factor of ELP successful implication. Teacher abilities and his experience were also confronted as major factors for the success of ELP. The concept of being Autonomous learning started in adults contexts and it starts by teaching the students to be autonomous. The recognized how the Austrian example was clear to develop Autonomy of the students.

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

The discussion was about the successful authentic activities that promote intercultural awareness presented in the Austrian example. The "figure to be colored" activity is a good example to let the students to think about the language in an intercultural prospective. The activities provided in the example can develop students' personal reflection. Tolerance and respect of others' cultures were mainly significant outcomes from the activities implemented

in the ELP. The discussion stressed the idea that students should think that their learning is an integrated part of the other. An invited guest from different cultures is a good mean to raise awareness with the other. ELP stimulates thinking about different cultures not just "mental notions" of other cultures. ELP also promotes reflecting on intercultural communication. Finally a discussion of stereotyping or understanding the other was presented during the session.

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

ELP activities made use of the language brought by students (family languages) or mother tongue in language activities. For example is to translate a paragraph to his first language. A conclusion that we need a new form of ELP for all languages and that ELP respect the various languages which is one of the current ELP challenges. ELP prepares the learner to a plurilingual world through awareness and direct intercultural contact.

English-speaking group 2 (rapporteur: Roseanne Cuschieri)

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

ELP is at least one way of developing learning and intercultural awareness. The idea of including all languages spoken at school is very ideal. Similar is the idea of the morning assembly and students working with and helping each other. Idea of student autonomy was already present in school before introduction of ELP and this served as a very good basis. Another important factor was the fact that Rosi's school could clearly finance the ELP. But it was still very important to convince all stakeholders. A good idea of selling ELP would be of combining it with other portfolios: like students buy other folders to store notes of other subjects, the ELP can be another way of being organised. It is really a matter of dealing with learner strategy; which strategies help students best, thus finding the key factors.

Most language teachers use coursework in their teaching. Therefore integrating 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, promotes and strives towards more self directed learning. ELP is used to reflect on learning and as a strategy. Can be perceived as a tool for self-directed learning, for empowerment, students have to be agents of learning.

Through peer assessment, communication is created among students who give feedback to each other. It is a matter of having the pedagogy. The philosophy has to be clear. In each school there is always a Rosi. It is then important to identify the Rosis and bringing 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.

ELP reflects the CoE concern with respect for diversity of cultures and ways of life. In the Austrian example, this was done through a number of ways: like having guest speakers. If we portray portfolio as this new big thing it will not work. There is definitely will be resistance. ELP should be perceived as a companion: keeps you on track in becoming a competent user.

ELP is a grassroots method: it belongs to the learner. Teachers of the mother tongue can do a lot to help create awareness. It rather boils down to motivation. ELP per se does not promote anything,, but it can be an excellent tool. People would be able to gauge where they stand. This is an ongoing process – not like having a textbook and working through from first to last chapter of text book, or course notes.

English-speaking group 3 (rapporteur: Stela Stefanova)

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's autonomy depends on the ability to take charge of one's own learning. In the Austrian project there were examples of SDL – self-directed learning, which are the core to learner's autonomy. By giving the students the opportunity of self-assessment they become self-reliant and more confident about their knowledge. Furthermore, students can discover personally their own weak points and set goals for following achievements and improvement.

The second part of the discussion was aimed at multiculturalism and the way the diversity of cultures is apprehended by students included in the ELP-WSU project at Katharina Lins Schulen. The group member's impression was that the activities which included personal reflection on meeting people from other cultures raises the awareness of the learners of cultural diversity and also helps them value more their own culture.

The last topic of discussion was plurilingualism as a communicative capacity and the contribution of the Austrian project to its development amongst students. One of the main features included in the mentioned above project is the participation of students with a different from L1 mother tongue. They shared their experience in their native language with the other students and thus provoked them to set new learning goals. We arrived at the conclusion that ELP values competences acquired outside school – in the learner's family, through acquaintances, even when on holiday. This has a great impact on students to grow their eagerness and get them interested in learning new languages. What is more, all languages in the KLS were part of the portfolio work, which inspired students to gain knowledge in more than one modern language. 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.

Rosanna Margonis-Pasinetti a mis un terme à la deuxième partie de l'atelier en présentant les différentes façons dont les neuf autres études de cas ont relevé les défis pédagogiques du PEL, à savoir le développement de l'autonomie, de la prise de conscience interculturelle et du plurilinguisme de l'apprenant.

Au cours de la phase finale de l'atelier, les groupes de travail ont été invités à répondre aux questions suivantes :

- 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?

Voici les comptes rendus des quatre groupes :

Group francophone (rapporteur: Tatiana Yudina)

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 2001.

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 créé (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](http://www.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 cultures de pays des langues cibles, implantés dans différents pays (Institut Göthe, 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 à 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)

Needs and challenges to be overcome

Implementing a new culture of teaching - a challenge

The ELP can only be used in classrooms which are student-oriented, that is there is a new role of teachers and students who use the instrument of the portfolio to make clear that the atomistic parts of the communicative approach of language teaching focusing on competences and skills are all found or rather collected in the instrument of the portfolio. This means 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 which individualized tasks. The main challenge is that in some countries teaching is still frontally oriented and the teachers are unwilling to give up their teacher-oriented methods. A way of implementing the portfolio is informing teachers that the portfolio reflects the national curricula which are based on the Common European Framework of Languages. So there is a real correspondence between the curriculum and the portfolio, which means it being a generic part of modern teaching and no additional work which has nothing to do with "normal" teaching. In doing so, official institutions are asked to help instructors and teacher educators to do their work.

Apart from this, we have to start with having a look at individual schools. In the federal system of Germany there is a variety of schools and educational system so that each federal state has its own educational policy, which makes it difficult to find a common policy. In all countries, however, the sizes of classes are a major obstacle to work with the individual instrument of the portfolio. The transition from primary to secondary school should be also supported by working with the portfolio. In many countries there is a portfolio for primary school use which can be useful for further, pedagogically oriented work in secondary school. We all agree that it is useful to start off with certain elements of portfolio work and then to go on with the ELP to identify the various competence levels of the Common European Framework of Languages. At school and beyond language teachers are supposed to cooperate, which is extremely difficult for teachers facing lots of work in their every-day life. Besides, a nation-wide network should be established to have a sort of support community. In School, parents should be informed about the portfolio work so that they actively support it.

How to implement the portfolio

We all agree that within a period of 5 or 10 years all schools should work portfolio-based. They should do so not only in teaching modern languages but in all subjects because this promotes the idea of the portfolio. In workshops participants should be instructed "bottom up" because we have realized that 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. So we think that elements of the portfolio such as self and peer

assessment as well as giving feedback in general to products coming up in the classroom are a good basis for introducing the portfolio. Thus we can also “deconstruct” the descriptors of the ELP which are 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. This way we can also make clear that the portfolio has 2 functions: a documentary one and a pedagogical one. We do not have to 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 becoming familiar with the way a portfolio works and how useful it is. Thus these young teachers can also teach their students of how to work with it.

Materials for implementing the portfolio

Facing a huge variety of ELPs we realize that there are all materials available necessary for implementation. We should only take into account that the different portfolio materials respond to the age of learners. All these materials can be easily obtained and handed out in workshops. However, the financial situation is often a problem – with regard to this and also with regard to all the aspects mentioned above.

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

We have been discussing electronic forms such as internet platforms, discussion forums or implementation websites. Yet these forms are often not really used by the teachers themselves. This is why we think that examples of best practice of e-mail contacts could be of use. Basically, small groups of people from different member states are most effective and so we would like to have more meetings such as the one we are attending today. We need to have access to materials developed in different countries which have proved to be easily applicable to the teaching process.

As to the guide, our opinion is that it a great help to understand the portfolio in a bigger context because it offers general information for the implementation of the portfolio as a sort of plan of action. We would also welcome experts from the ECML to give courses for working with and evaluating the portfolio in our countries. I we strongly support this institution and its publications.

English-speaking group 2 (rapporteur: Kamila Sladkovská)

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

There was a strong need for all different useful materials for the website, which is being prepared by the ECML and should be launched in September this year. The mentioned materials are intended for teachers, teacher trainers, pupils, decision-makers, parents and last but not least employers.

The ELP needs and challenges of the participants context:

- Informative brochures for school boards and headteachers,
- Information about the ELP in the mother tongue of the target group (parents, employers, teachers etc.),
- ELP website with the very clear and user-friendly structure,
- To provide information about the ELP in the pre-service training,

- To define strategies how to persuade parents about the contribution of the ELP.
- How to implement the ELP in the school context,
- How to disseminate the ELP in the country context,
- To encourage and motivate teachers to implement and use the ELP in their lessons.
- How to cope with searching for direct accesses to schools and teachers using the ELP,
- How to combine the competence-based teaching and learning with the official requirements on the assessment,
- How to identify examples of the best practice,
- How to become aware of the language diversity,
- How to network teachers using the ELP.
- The new generation should take over the role of mediators of the ELP philosophy,
- The ELP miracle ☺?

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

- The ECML should continue on its ELP activities.
- The ECML should help by implementing the ELP in different school contexts.
- The ECML should provide the general online support of the ELP.
- The ECML should represent the gateway to international information concerning the ELP.
- The ECML should inform and mediate the access to the training events in the field of the ELP.
- The ECML should publish examples of the best practice in the ELP.
- The ECML should organize smaller ELP regional meetings in different countries and regions.
- The ECML should provide good and experienced lecturers who could train teachers how to implement and use the ELP.

English-speaking group 3 (rapporteur: Gerard Doetjes)

A. Needs and challenges

- When initiative taken by teacher(s), support from the head master is a must from day 1.
- When initiative taken by head master, co-operation with/among teachers is a must from day 1.
- Also parents and pupils should be involved from day 1.
- Schools have to meet national standards/competence goals etc. - find goals that fit together with ELP: It makes life easier, not more complicated.
- In a whole school approach, we need to listen open-mindedly to subject teachers. ELP is perfectly well suited for schools that want to strengthen their international and/or plurilingual/-cultural profile.
- Still, be prepared to meet "unwilling" teachers, head masters, parents, pupils
For both teachers and head masters: it takes time (5y? 10y?) to implement ELP on a WSU-basis.
- Some schools will not implement the whole ELP, but only parts of it (or work on an ELP-basis).
- Support from local/national government + ECML, CoE etc. is essential (important to be part of a larger context).

- Different opinions on the necessity of legislation.
- Way to go: introduce teacher trainers to the ELP (e.g. Finland) > pre-service training.
- In-service training is also important for dissemination of the ELP.

B. Help from the ECML

- Guide provides us with argumentation help/descriptive facts that are essential in the pre-start/start phase of new ELP-WSU projects.
- More examples from good practice + materials (ECML website)
- We can help each other finding funds (Comenius?)
- ECML could provide ELP teachers with a formal certificate
- Many of us would like to have access to an E-ELP.
- One's L1 might be the "foreignest" language of all; ref. ECML broadening its perspective to language learning in general within the next programme

L'évaluation de l'atelier par les participants a été nettement positive. 61.76% d'entre eux ont affirmé que l'atelier a répondu à leurs attentes et 35.29% qu'il est allé au-delà de leurs attentes. 51.52% ont été tout à fait d'accord et 48.48% ont été d'accord que l'atelier a contribué au développement de leurs compétences professionnelles ; 55.88% ont été tout à fait d'accord et 44.12% ont été d'accord que l'atelier les a motivés à devenir plus actifs dans la mise en réseau de leur communauté professionnelle ; 38.24% ont été tout à fait d'accord et 58.82% ont été d'accord quant à leur participation active aux discussions dans les groupes de travail.

Voici en outre les commentaires fournis à titre individuel :

- 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, même si c'était quasiment la meilleure façon 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, des opinions différentes et des idées novatrices pour mon bagage professionnel.
- Très enrichissant tant par le contenu que par les échanges que nous avons eus. Très riche de pouvoir mettre en parallèle les expériences 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 hinders you to meet and discuss 'on the depth' 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 ELP in schools; school visit in Graz, where 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.

Les participants ont également évalué de façon très positive le soutien administratif fourni par le CELV.

Appendix 1: Workshop programme

Thursday 19 May / jeudi 29 mai

09.00–09.30	Opening: ECML	Ouverture : CELV
09.30–10.30	<p>Participants introduce themselves</p> <p>ELP-WSU: what, why, to what purpose? (David Little)</p> <p>Introduction to discussion groups: Questions for discussion groups; form of plenary feedback</p>	<p>Les participant-e-s se présentent</p> <p>ELP-WSU : quoi, pourquoi, quelle finalité ? (David Little)</p> <p>Introduction aux groupes de discussion : questions adressées aux groupes et forme des retours en séances plénière</p>
10.30–11.00	Coffee	Pause café
11.00–12.30	<p>Discussion groups (i)</p> <ul style="list-style-type: none"> • 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? 	<p>Groupes de discussion (i)</p> <ul style="list-style-type: none"> • 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	<p>14.30–15.00</p> <p>Round table feedback – chair: Francis Goullier)</p> <p>15.00–16.00</p> <p>Presentation of one ELP-WSU project (Rosi Öhler)</p>	<p>14.30–15.00</p> <p>Tour de table, retours des discussions de groupe (i)</p> <p>(Modérateur : Francis Goullier)</p> <p>15.00–16.00</p> <p>Présentation d'un projet ELP-WSU (Rosi Öhler)</p>
16.00–16.30	Coffee	Pause café
16.30–18.00	<p>Discussion groups (ii)</p> <ul style="list-style-type: none"> • <i>Learner autonomy depends on the ability to take charge of one's learning</i> How did use of the ELP help to develop learner autonomy in the Austrian ELP-WSU project? • <i>The ELP reflects the Council of Europe's concern with respect for diversity of cultures and ways of life</i> How did use of the ELP contribute to learners' intercultural awareness in the Austrian example? • <i>Plurilingualism is a communicative capacity to which all knowledge and experience of</i> 	<p>Groupes de discussion (ii)</p> <ul style="list-style-type: none"> • <i>L'autonomie de l'apprenant dépend de sa capacité à prendre en main son apprentissage.</i> En quoi l'emploi du PEL a-t-il contribué au développement de l'autonomie de l'apprenant dans le projet autrichien ? • <i>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.</i> En quoi l'emploi du PEL a-t-il contribué au développement de la conscience interculturelle des apprenants dans le

	<p><i>language contributes and in which languages interrelate and interact</i></p> <p>How did use of the ELP contribute to the development of learners' plurilingualism in the Austrian example?</p> <p>Participants are invited to discuss these questions with reference also to their own context</p>	<p>projet autrichien ?</p> <ul style="list-style-type: none"> • <i>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.</i> <p>En quoi l'emploi du PEL a-t-il contribué au développement du plurilinguisme des apprenants dans le projet autrichien ?</p>
Evening / soir	The ECML will make a restaurant reservation for those participants who wish to dine together	Le CELV se charge 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	<p>9.00–10.00</p> <p>Round table feedback from discussion groups (ii) – chair: Francis Goullier</p> <p>10.00–10.30</p> <p>Presentation of the other nine ELP-WSU projects (Rosanna Margonis-Pasinetti)</p>	<p>9.00–10.00</p> <p>Tour de table, retours des discussions de groupe (ii)</p> <p>(Modérateur : Francis Goullier)</p> <p>10.00–10.30</p> <p>Présentation des autres neuf projets ELP-WSU (Rosanna Margonis-Pasinetti)</p>
10.30–11.00	Coffee	Pause café
11.00–12.30	<p>Discussion groups (iii)</p> <ul style="list-style-type: none"> • 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? 	<p>Groupes de discussion (iii)</p> <ul style="list-style-type: none"> • 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	<p>14.30–15.30</p> <p>Round table feedback followed by plenary discussion of further dissemination measures that might be taken at local, regional and national levels – chair: David Little</p> <p>15.30–16.00</p> <p>Participants complete feedback and evaluation questionnaires</p> <p>16.00</p> <p>Close of workshop</p>	<p>14.30–15.30</p> <p>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)</p> <p>15.30–16.00</p> <p>Les participant-e-s répondent aux questionnaires d'évaluation</p> <p>16.00</p> <p>Conclusion de l'atelier</p>

Appendix 2

List of participants by working group

Groupe francophone

DIAS VIRGILIO, Daniela Isabel (Suisse)
ERIN, Jonas (France)
FANKHAUSER, Silvia (Suisse)
GKIOVOUSOGLU-KAGA, Evangelia (Grèce)
GOULLIER, Francis (France)
LÓPEZ CÁNOVAS, Ascensión (Espagne)
PLEȘEA, 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)
ĎURANOVA, 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)
VOLCANSEK, Susanne (Slovenia)

English-speaking group 2

CUSCHIERI, Rose Anne (Malta)

DOETJES, Gerard (Norway)

MARGONIS-PASINETTI, Rosanna (Switzerland)

NEZBEDA, Grete (Austria)

PICHLER, Ulrich (Austria)

ROCANE, Maija (Latvia)

SEINÄ, Terhi Tuulikki (Finland)

SLADKOVSKA, 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)

NAUSEDIENE, Egidija (Vilnius)

OBZEROVA, Eva (Slovak Republic)

ÖHLER, Rosi (Austria)

POLKOWSKA, Martyna (Poland)

RAGNARSDOTTIR, Brynhildur Anna (Iceland)

STEFANOVA, Stela (Bulgaria)