EUROPEAN LANGUAGE PORTFOLIO: FROM PILOTING TO IMPLEMENTATION (2001 – 2004)

Consolidated report – Final version

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With contributions from
David Little, coordinator, European ELP seminars and
Francis Goullier, Vice–Chair, European Validation Committee

July 2004

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Table of contents

I.   Executive Summary for opinion leaders and decision makers

The European Language Portfolio (ELP)and *the Common European Framework of Reference for Languages* are tools designed to support the Council of Europe's language policy[1].

The Standing Conference of the Ministers of Education of the Council of Europe adopted a Resolution recommending the implementation and widespread use of the ELP[2].

This report traces implementation activities and outcomes from 2001 to summer 2004. It lists discernible effects as well as challenges encountered.

Development, implementation and research work is in progress in most member states and the initial outcome is impressive. The scope and wealth of activities can be gauged from the individual country pages in this report.

Over 1,250,000 learners have received and worked with a European Language Portfolio more or less intensively for a shorter or longer period. The feedback is encouraging. Positive effects on the learning process, learning outcome and learner motivation have been observed consistently in a great majority of cases.

64 ELP models were validated by May 2004; another 18 are being piloted and 11 more are planned for the near future or are already under development. These models display a great variety of design, structure and content reflecting different educational contexts, preferences and priorities.

The projects reported vary considerably in their objectives, organisation and their stage of development. The majority are in their nature still pilot projects with the objective to build up know-how and experience. Goals of pilot projects are narrowly focused, their time horizon tends to be limited and the resources needed are allocated on a one-off basis. Pilot projects typically prepare the ground for widespread implementation.

Implementation projects with 10.000 and more learners are, so far, recent developments and exceptions. Their key objective is to position the ELP as an effective tool in the daily teaching and learning routine. The perspective is long-term and is based on broad educational considerations. The ELP is promoted as a viable tool to introduce and manage change, to clarify standards, to measure outcome and to foster quality.

Both the limited pilot and the wider implementation projects seem essential to assess the impact of the ELP. Pilot projects yield necessary insights into the pedagogic effects; implementation projects establish the basis for the monitoring of long-term aims such as

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[1] See Recommendations No. R (82) 18 and R (98) 6 concerning Modern Languages of the Committee of Ministers to the Member States of the Council of Europe

[2] Resolution on the European Language Portfolio, Cracow, Poland 15-17 October 2000

the promotion of plurilingualism, mobility and of mutual respect and understanding. The impressive volume and the dynamic of the activities now under way have been mainly building up towards the end of the present project phase 2001-2004.

Different perceptions of facets of the ELP tend to lead to multiple interpretations when judging the challenges encountered and the results so far achieved.

The feedback from practitioners involved in pilot projects is increasingly positive. Their view is supported by field studies conducted in a variety of educational contexts. It has to be noted, however, that additional studies are needed to gain a fully valid understanding of the educational impact of the ELP.

The most frequently expressed concerns seem inherent and typical of pilot projects. They relate to the unclear status of the ELP in and outside the school context, a perceived grey zone between the official curriculum and demands created through the ELP and a feeling that the work and effort undertaken is not fully understood and appreciated by colleagues and educational authorities.

There are, however, also teachers, learners and administrators who doubt that there is a positive balance between the input necessary and the visible benefits of keeping an ELP. They represent a minority, but their view has to be taken seriously.

Implementation projects seem to face a true dilemma: should the use of the ELP be voluntary or compulsory? Most teachers and learners who have worked with the ELP clearly advocate a voluntary use. Voluntary introduction, on the other hand, seems a weak basis on which to position the ELP meaningfully in a formal educational system.

Major new implementation projects started with an open invitation to schools to commit themselves to the use of the ELP. The response was encouraging; a broad and sound basis for wide implementation was effectively established. Examples are the projects in Thuringia (Germany), and Piedmont and Lombardy (Italy).

Some educational institutions seem to perceive the ELP as a viable tool to bundle together different teaching forms and activities, to foster coherence and quality of services and to make learning outcomes visible.

The attractiveness of the ELP to schools seems to have grown substantially through recent reforms and new strategic directions in the world of education. These include:

- Curricula reforms with a shift of responsibilities and decision making power from the centre to the regions and to individual educational establishments.
- The increased obligation on educational establishments to specify objectives and the intended outcomes in a coherent and transparent manner.
- The PISA study and the ongoing search for an adequate approach to the teaching and learning of the languages of instruction, mother tongues and other languages.

- The creation and promotion by the European Union of a Europass, including a standardised CV and, among other documents, a Language Passport.

The growing interest of whole schools in the ELP is a strategically important asset on the way to truly widespread implementation. This interest is not yet a universal phenomenon, but a crucial step towards increasing the relevance and broad acceptance of the ELP.

The European Language Portfolio is a pan-European project based on innovative guiding principles. These principles continue to attract the imagination of professionals throughout Europe and seem strong enough to stimulate a multitude of coherent projects. Coordination at European level has been provided through a series of European ELP seminars[3].

The open structure of the project and the dynamic generated seem at the heart of some recurrent challenges. Diversity in interpretation of common principles increases as the wealth of projects at the European level grows. There is a need for guidance to maintain a common European core of the ELP as well as for transparent quality standards to back up face validity.

The ELP Validation Committee has the mandate to verify the conformity of submitted ELP models with common *Principles and Guidelines* and to grant accepted models a specific accreditation number. The application of the agreed common *Principles and Guidelines* to all models submitted proved a considerable challenge for the validation committee. It was often difficult to reach agreement on a desirable balance between the common European core and the acceptability of proposed variations.

Validation provides status to the individual ELP model; the validation procedures tend to establish "case law". Both these effects seem to have a direct bearing on developments and on implementation.

The growing value attributed to validated ELP models stimulates both desirable further developments and at times, confusing proliferation. It needs to be noted, however, that undesirable effects were mainly due to non-validated models and commercial claims to the "language portfolio" in the market place.

The formal mandate of the Validation Committee is restricted to validating the ELP as a tool and product. The responsibility for monitoring implementation lies with the member states and the educational institutions involved. In practice, however, many ELP developers and project coordinators have asked the LPD to provide them with guidance in the development of ELP models and implementation issues.

The European Language Portfolio is one of several interlinked activities of the Language Policy Division. The interdependence of the different activities is evident. The ELP as tool can contribute to the furtherance of the fundamental aims of the Division but it can not achieve them alone. The ELP can for example serve to put value on individual

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[3] See Appendix A.

language and intercultural competence, maybe influence to a degree the choice of languages taken up for learning, but the fundamental decision of what languages are taught in an educational system remains a political choice. The interrelated projects were recently presented and discussed during a Language Policy Forum in Strasbourg.[4]

There remain a number of challenges specific to the ELP:

- A critical mass of ELPs in use is necessary for the ELP to be truly relevant in life-long learning and in institutional teaching contexts. The number so far in use is impressive and fast increasing, but penetration overall is still rather patchy. Determined efforts will be needed to create favourable conditions for implementation throughout and to motivate large numbers of whole schools to commit themselves to the use of the ELP.
- Training very large numbers of teachers and in addition of ELP contact persons and project administrators will have to remain a top priority. An international platform to review and exchange experience on an ongoing basis might prove an effective supplementary support measure. The European Centre for Modern Languages (ECML) in Graz offers on the European level crucial support in these domains.[5]
- The promotion of the ELP needs to be extended to the world of employment to remain credible and relevant in a life-long perspective. Learners and teachers at the transfer point from school to employment expect the ELP to have status and the competence reported to be taken account of.
- Know-how and experience gained needs to be collected, analysed, consolidated and transferred. A collection of examples of good practice has to be built up as a source of inspiration for the increasing number of follow-up projects.
- The Common European Core needs continuous attention. There is a need to regularly review the core elements and to improve their accessibility. Different user groups expect the Council of Europe to make validated content and generic ELP models available in electronic form. The European common core, furthermore, needs to be protected by the CoE and to be made freely accessible in the public domain.
- Evidence is beginning to emerge that the ELP yields maximum benefit if used systematically over a prolonged period of time. Evidence of positive impact for individual learners is available relatively quickly but considerable time spans are needed to trace and assess the effects on whole learning systems. Research based on agreed criteria will be necessary to maintain the face validity of the ELP and the long-term credibility of the implementation projects.
- Growing interest in the ELP and in the Common European Framework of Reference for Languages has led to intensive discussion and scrutiny of the underlying concepts. There is wide agreement that both these tools need further elaboration and continuous development. Mandates and resources are necessary for this work to be undertaken.
- The promotion of language and intercultural competence is a concern the Council of Europe shares with others and the ELP seems to have attracted interest beyond the

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[4] Report shortly available on the following website: www.coe.int/lang
[5] ECML: Languages for social cohesion, Programme of activities 2004-2007. Home Page: www.ecml.at

learning and teaching of foreign languages. "Mother tongue" and other subjects need to be taken into account. Consideration of and close coordination with interrelated projects, such as the development of a Europass by the European Union, are of vital interest.

Implementation has started well. The results achieved so far are encouraging. To maintain the dynamic of the project and to consolidate what has been achieved to date both political and practical day-to-day support needs to be continued and, where possible, strengthened.

II.   The European Language Portfolio in use

European Language Portfolios distributed: Total number reported ~ 1,250,000
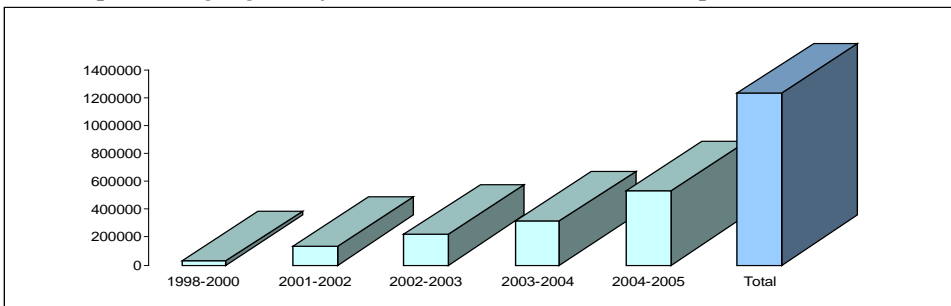
The number of copies distributed provides an indication of how successful the dissemination process has been.

These figures are but an informed guess, often based on incomplete data gathered under varying circumstances and reported at different points of time.
It is important to keep track of the number of ELPs distributed to maintain the dynamic of the dissemination and implementation process and the face-validity of the ELP as a product.

European Language Portfolios in use: Estimate for the school year 2004-2005

9
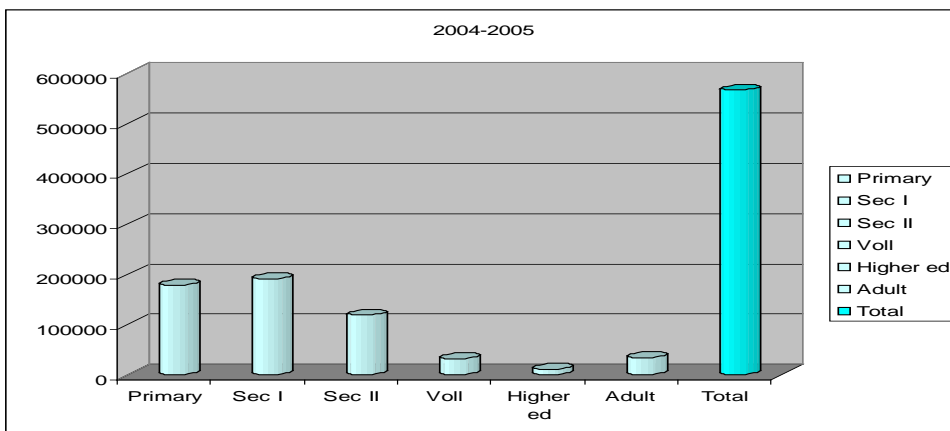
2004-2005

Not all ELPs distributed are being used; estimates vary widely. The numbers reported for the academic year 2004-2005 represent an increase of 50% over the previous year and again are a mixture of numbers of ongoing and planned projects.

There are a number of issues which bear on these estimates:

a)   There is a lack of definition of what "being used" means. Does it mean being used regularly in a formal educational context? Does it mean being used by an individual in his or her own way?

b)   Different interpretations of what "being used regularly" means. Does it mean being used daily, weekly, monthly, once a term, over several school years? Does it mean being used as and when it seems appropriate to an individual learner?

c)   Does "being used" relate to the actual use of ELP documents? Does "being used" equally relate to activities based on ELP principles?

d)   Several ELP models are now available in electronic formats and the first interactive versions will soon become operational.

e)   There is a widespread practice of photocopying ELP models in part or in whole; numbers may extend to tens of thousands but figures are not available.

f)   New projects spring up and are often not immediately reported.

It seems a tenable assumption that these different uncertainties balance each other out and that at least 450,000 to 550,000 learners will be using their ELP actively in formal educational settings during the school year 2004-2005.

How many of the ~1,250,000 ELPs distributed over the whole project phase are still in active use is a question for speculation. No systematic research has so far been undertaken and there is no relevant data available.

It has proved difficult to follow the use of the ELP by individual learners, by whole classes and of cohorts of learners over several school years and from one educational sector to another.

There are national and regional implementation projects under way which cover the whole spectrum of formal education. Over time these will yield additional information on patterns of individual and institutional use.

It remains a challenge to collect the data necessary from ongoing large scale implementation programmes to understand the impact on educational systems of the consistent long-term use of the ELP.

ELP development and pilot projects have to a large extent been running on the basis of voluntary work and personal conviction. For truly widespread implementation to succeed the application has to be broadened; the ELP has to become part of whole school policies.

It remains a challenge to broaden the acceptance and increase the ELPs in use during the forthcoming project phase and continued efforts will be needed to provide vital operational support.

ELP models in use: unity and variety

Overview of ELP models		6-10	11-15	16+	VOLL	Higher education	Adult
Validated	64*	16	22	13	4	5	9
Validation pending	3		1	1		1	
Pilot versions	18	8	6	2		1	1
In preparation	11	8	3				

* 64 validation numbers have so far been attributed. ELP models conceived as series but targeted at different learner groups and/or made available in different languages were in a number of cases given the same validation number with a suffix added.

The listed pilot versions and possibly a few more will most likely be submitted for validation within the next 12 months, the ELP models in preparation within the next 24 months.

Up till now 36 out of the 45 member states, including all the larger ones, are in one way or another engaged in developing, piloting or implementing the ELP. Provided all member states over time develop ELP models of their own for the different educational sectors another 100 ELP models will be produced. With the growing trend from national to regional development an even higher figure should be expected.

In addition individual educational establishments have started to produce models for their own clientele and for special purposes. The trend to produce additional proprietary models seems in addition stimulated by commercial considerations and by the growing prestige of the ELP.

The dynamic created is an indicator of the success of the ELP and of the open implementation strategy chosen for the dissemination and implementation of the ELP throughout Europe, yet it also gives rise to concern. There seem to be three closely interrelated sets of issues to be considered:

- *Is it desirable and feasible to maintain the pan-European dimension of the project?*

Desirability in this context needs to be judged by the added value created by European cooperation. The indications are that it is considerable. Feasibility seems determined by the availability of appropriate resources in relation to expectations. Feedback suggests that the present open project organisation has been stretching the resources of the secretariat and the validation committee to the limits. Either the expectations or resources will have to be adjusted to cope with the growing volume of activities.

- *Is it feasible to maintain a convincing common core and shared quality standards?*

Diversity is a key characteristic of Europe and it seems inevitably to lead to different translations of principles into practice. The ELP models produced display a considerable variety in design, form and content, despite the common core and the guiding principles agreed on at the outset of the project. Yet the common core seems to have served as a viable guide during the development phase without stifling creativity. There are differing views on whether and how the common core should be strengthened. The arguments put forward are:

Pro diversity:
- The models reflect the linguistic and cultural diversity of Europe, and are essential
- The models have to reflect a given learning context as closely as possible
- A clear sense of ownership is essential; it enhances motivation
- Standardised models restrict innovation and development
- Over-regulation has a negative effect on the dynamic of the implementation processes

Against proliferation:
- The ELP supports a common European effort, thus a clear European identity is essential
- Quality of the product and of the implementation process must be guaranteed. This is only possible by concentrating efforts on a restricted number of standard models
- The validation process needs to reflect the limited resources available

These arguments might not carry the same weight when applied to ELP models for different age groups nor in relation to the pedagogic and reporting function of the ELP.

To maintain a reasonable balance between the common European core and room for variations remains a major challenge.

The interpretation of feedback from the implementation process is another demanding task. It will be necessary to use such feedback to stimulate the revision of individual ELP models and more importantly of the common core and of the common guidelines.

Implementation projects are in an increasing number of cases supported electronically. The applications range from the delivery of information through facilities for downloading to fully interactive on-line ELP solutions. Electronic ELP models greatly enhance the dissemination and implementation potential but raise a whole new set of issues such as the need to ensure the protection of personal data as well as the integrity of common ELP principles.

All these complex tasks have, during the present project phase, jointly been undertaken by the Council of Europe Secretariat (Language Policy Division) and, somewhat outside its strict mandate, by the ELP Validation Committee. It has been suggested that two different interrelated mandates for expert guidance might in future be needed, one to provide technical advice, the other to reflect on principles, guidelines and content.

There are in addition two operational reasons why such a division might be necessary:
- The need for intensified communication and consultation will increase as the pan-European project grows and the common core and the common principles evolve;
- It seems desirable for the Council of Europe to publish its own generic ELP models in an electronic format to serve as a general reference and to protect the Common Core.

- *Is it necessary and feasible to contain the proliferation of ELP models?*

Under the present mandate the Validation Committee has to validate any ELP model submitted by educational authorities, educational establishments, NGOs and private commercial or non-profit institutions as long as it conforms to the agreed common European *Principles and Guidelines*. It should at the same time guard against undue proliferation. However, advice and persuasion are the only means available to the Validation Committee.

Although opinions differ greatly as regards what constitutes undue proliferation, it is clearly not primarily a question of the numbers of models developed and validated.

There are "good" reasons for producing different models:
- ELP models need to be adapted to the characteristics of learner groups
- ELP models have to be written in a language accessible to the target group
- ELP models have to reflect particular cultural contexts and educational traditions
- Feedback suggests that ELP models adapted to a given curriculum are easier to use in an institutional context
- A strong sense of ownership for a given ELP model seems to be a driving force for most implementation projects

- Creating one's own ELP model requires reflection and builds up know-how
- The ELP state of the art is constantly advancing
- etc.

Proliferation seems to be perceived as "undue" when different ELP models compete for the same user group by crossing boundaries of responsibilities or spheres of influence. Where direct competition between different models occurred it was, as one might expect, judged desirable on one hand and undesirable on the other.

Cooperation, including the use of models in partnership, seems in principle desirable. Yet it seems to produce confusion and tensions when several models are promoted at random within an otherwise well-structured project.

Examples are:
- Validated ELP models promoted directly across regional and national borders without agreement between the relevant educational authorities
- Validated ELP models produced under licence and marketed beyond the territory and sectors the model was initially developed and validated for
- The competition between two or more models with non-identical translations of core elements from French or English into other languages
- The free distribution of deviant ELP models as promotional support for competing school materials.

Proliferation also raises issues in relation to quality.
- ELP models conceived for a specific target group and context are used for groups with considerably different characteristics
- The descriptors of language skills are not always developed according to the methods used for the development of the scales in the *Common European Framework of Reference for Languages*
- Some educational establishments use different models for different target languages, thus failing to pursue the aim of plurilingualism
- Portfolio elements, or parts of them, are marketed without having passed validation
- New ELP models include elements from already validated models without permission or due acknowledgement.

> **Comment [PC1]:** Have we an example of this?

Proliferation might also appear to be "undue" when the multiplication of models absorbs too much of the available resources. A judgment in this domain seems closely linked to the setting of priorities in given fields of responsibility.

Such decisions have to be accepted as a strictly internal matter, despite the impact they might have on proliferation. The option taken in a number of member states to produce ELP models on a regional instead of a central basis is but one example.

The rules governing submission and validation seem to exercise considerable influence on both positive and negative proliferation. Hurdles set too low will impair credibility in terms of quality; hurdles set too high will be circumvented.

The ELP Validation Committee met 10 times between 2001 and 2004 and considered over 80 applications. The workload stretched the resources of the secretariat and the committee to its limits. It is evident that a much larger volume can not be handled without adjustments to the procedures or an increase of resources.

Several options need to be considered:
- Validation could be completely abandoned. Such a radical change might endanger the ELP as a pan-European venture
- Access to validation could be restricted to a more select group of applicants. Given the problematic of undue proliferation this seems a dangerous path to follow
- The process of validation could be streamlined by referring the verification of conformity of models submitted to specialised experts to be mandated by the validation committee to decide on questions of principle only. This option implies that specialist experts could be found and appropriately compensated
- Strengthening the Common Core, making it freely available in an electronic form and up-dating it regularly might be a strategy allowing the validation process to be simplified and meaningful permanent guidance to be provided. This option would require a permanent and reasonably stable support group to be set up.

III. Does the European Language Portfolio make a difference?

The short simple answer is: yes, it does.

Feedback gathered throughout Europe during the project phase 2001-2004 provides a reasonable basis to attempt more complete answers to the more demanding questions:

What difference does it make? What difference does it make to whom? What difference does it make in relation to what?

Kohonen[6] in evaluating the Finnish pilot project 1998-2001 reports: The ELP does seem to provide an important interface between language learning, teaching and assessment. The consistent and regular use of the ELP does motivate and enable students to take gradually more responsibility for their learning. The descriptors and checklist help students to develop a meta-cognitive understanding of language in terms of the different skills, linguistic forms and communication strategies.

The ELP helps produce some "invisible learning outcomes" among them:
- commitment to and ownership of one's language learning;
- tolerance of ambiguity and uncertainty in communicative situations and learning;
- willingness to take risks in order to cope with communicative tasks;

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[6] Viljo Kohonen: "Student autonomy and the European Language Portfolio: evaluating the Finnish pilot project (1998-2001)", University of Tampere, Finland, English version 2003

- skills and attitudes for socially responsible learning and language use;
- learning skills and strategies necessary for continuous, independent language learning;
- a reflective basic orientation to language learning, with abilities for self-assessment of language competence.

Ushioda and Ridley[7] report on an evaluation project in Irish post-primary schools. They asked teachers in the project to answer two questions:
- What differences has working with the ELP made to you as a teacher?
- What differences has working with the ELP made to your learners?

Teachers responded in the light of their experience in a specific project class, with high and low achievers, more or less motivated learners, various proficiency levels and a particular classroom or school culture. After situating their research project in the specific context they investigate and discuss a number of practical, down-to-earth issues, e.g.
- Teachers' initial decisions about working with the ELP;
- Teachers' early experiences of using the ELP;
- Individual teachers managing their particular pedagogical focus;
- Learners' perspectives on the ELP as a learning tool;
- Teachers' final evaluation of the ELP.

Here is an extract from their conclusions: "We know from what teachers said that by the end of the evaluation period the ELP had become a natural part of their classroom practice. What is more, the process of overseeing the ways in which each member of the class engaged with the ELP helped the teachers to understand more about the benefit of the explicit and reflective aspects of language learning and teaching. Their own professional knowledge was thus enhanced. As far as the learners were concerned, we know that on the whole they enjoyed working with the ELP."

Ushioda and Ridley note that the success or effectiveness of the ELP as a pedagogical tool must be gauged with reference to the particular teaching-learning context.

Reports from a great variety of teaching-learning contexts confirm a wide acceptance of the pedagogic functions of the ELP. Coherently used over a reasonable time span the ELP seems to produce desirable educational effects. It positively influences motivation, the learning process and the learning outcome. Besides making the learning process transparent to learners it seems to make the teaching process more transparent to teachers.

Furthermore, the initial feedback from major implementation programmes confirms the transferability of the positive effects observed in pilot projects to large-scale applications.

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[7] Ema Ushioda and Jennifer Ridley „Working with the European Language Portfoli in Irish post-primary schools: report on an evaluation project", CLCS Occasional Paper No. 61, Autumn 2002, Trinity College Dublin

Implementation programmes have their own learning curves. Constant monitoring seems essential as often not everything works out optimally the first time round.

Boella, Ferrero, Ressico et al.[8] report on the experience with their junior ELP in primary schools in the Piedmont. They list strong points, challenges and work still to be undertaken. The project has since the report been extended to the Secondary I and Secondary II sectors.

An additional challenge has recently been identified: an ELP model used repeatedly over a number of school years may produce an undesirable effect of déjà vu. This observation reopens the fundamental questions to what degree ELP models should be adapted to the annual curricula or alternatively in which way slim ELP models can be enriched to last over several school years.

A majority of learners seem to recognise the value of self-assessment. The ELP primarily viewed as an instrument for self-assessment, however, tends to provoke conflicts with traditional school-based assessment and formal exams.

According to some reports, the ELP very often stimulated intercultural projects and cross-curricular teaching. This feedback contrasts with general criticism often raised of the ELP and the Common European Framework of Reference which claims that the two tools do not provide a sufficient base for such use and developments.

D'Alessio, Worni and Stoks[9] reporting on a "compulsory", large-scale pilot scheme in the canton Ticino in Switzerland reached the following conclusions:

"In spite of its weaknesses, the ELP remains a potentially highly useful tool for the teaching and learning of modern languages and should be further developed."

They diagnosed a number of strong points to be developed and a number of weak points to be remedied in the project organisation and the model used, but above all recommend the project to continue on a voluntary rather than a compulsory basis.

The decisive role of initial and continuous teacher guidance in the successful introduction of the ELP is emphasised in most project reports. There is also a general realisation that adequate teacher training and support are absolutely essential. Offers for initial and on-going teacher training related to the ELP have been multiplied and are increasingly part of regular training programmes.

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[8] Boella, Ferrero, Ressico et al. „Portfolio Europeo delle Lingue: Un'Esperienza Piemontese" Ufficio Scoilastico Reginale per il Piemonte, Direzione Generale, Quaderni 3, 2003
[9] Germana D'Alessio (SUPSI), Marta Worni (SUPSI), Gé Stoks (ISPFP): Valutazione del Progetto Portfolio Europeo dell Lingue, Rapporto finale – settembre 2003

Adequate support is neither easy to define nor to provide. The ELP has repeatedly been judged as a time-consuming instrument, at least during the introductory phase. Teachers and learners understandably worry about additional work.

Some reports and studies in progress are available which suggest that the initial investment largely pays off in the long run (for details see overview of reported activities in this report).

A long-term view, however, does not easily convince teachers and learners during their endeavour to get through a programme and to prepare and pass the next exam.

Implementation projects which address the inherent tension between short- and long-term objectives tend to be more credible and sustainable.

Transparency and coherence are fundamental principles which bear on the credibility and quality of ELP models and implementation programmes.

Many implementation projects are directly linked to curriculum and school reforms. The ELP is in most of theses cases used as an agent of change. There is inevitably some tension between innovation and existing practice; coherence in these contexts can only be partial and is to a considerable degree subjective.

With the introduction of outcome-related objectives, learner self-assessment and learning-to-learn strategies, established learning and teaching practices tend to be challenged. Unless the roles and responsibilities of the stakeholders involved are spelled out clearly the use of the ELP tends to remain entirely a matter of personal conviction.

Learners and teachers seem to judge the usefulness of the ELP mainly by pedagogic short-term benefits while educational authorities assess long-term effects on the overall learning system. For larger implementation projects to succeed a reasonable balance between differing interests needs to be struck.

Reflection on the objectives of language teaching becomes inevitable wherever the ELP is used. Curriculum reforms typically preceded large-scale implementation programmes. In some cases, however, reforms were stimulated through the use of the ELP.

Of particular interest are revisions of objectives and ELP models resulting from experience gained. In many cases reported, it was necessary to adjust linguistic objectives for specific learner groups to a realistic level by dividing standard CEF levels into sets of sub levels.

The Irish ELP models for non-English-speaking pupils at primary and at post-primary level have been revised and re-validated taking account of revised language proficiency benchmarks and of the experience gained during the preceding implementation phase.

18

The Swiss model under development for the Secondary I sector will be backed up by sets of operational objectives with assessment components. This approach might resolve a re-occurring challenge and make descriptors more directly accessible to younger learners.

The status of the ELP is often still perceived as ambiguous. A number of reports attribute the unwillingness of some teachers and learners to start using the ELP to its lack of a declared official status.

A considerable number of teachers have now been working with the ELP for several years. Many started at the outset of the first pilot phase in 1998 and have since used the ELP with the same class and with new groups over several school years. The collective wealth of the experience and know-how gained needs to be collected, described and disseminated.

There is an emerging need to develop whole-school language policies. Different modes of use have been developed by individual schools, the levels of commitment and the patterns of use are, however, highly variable. They range from voluntary experiments to schemes with "soft collective pressure". Again, the know-how and experience gained seem to provide valuable input for further broad implementation.

The ELP is attracting increasing attention at university level as a topic of courses on language teaching and doctoral theses. The focus so far has mainly been on aspects of pedagogy and methodology. It seems desirable that the focus be broadened.

The impact of the ELP across the whole curriculum and its long-term impact on learners, teaching institutions and whole learning systems still need to be more fully explored. Implementation projects spanning more than one educational sector face a challenge at the interface between sectors. Little is so far known about the contribution of the ELP to the development of broad functional plurilingualism and self-reliant citizens, two key goals of the project from the Council of Europe's point of view.

Some educational institutions seem to consider the concept of an ELP as too restrictive. They tend to favour a more general portfolio approach that includes "mother tongue" teaching and other subjects.

More research is clearly needed before the full impact and the effects of the ELP in use can be understood.

IV.   Concepts and strategies of implementation

The ELP project is in a dynamic transition phase.

The common goals, *Principles and Guidelines* have been clarified and both the potential and practical feasibility of the ELP have been explored in pilot projects.

The number of member states and educational institutions involved in development and experimental work has been growing steadily.

Education is increasingly confronted with demands to reform, innovate and adapt to changing conditions. Interest in implementing the ELP in educational contexts seems to be driven by overarching considerations. Unless the ELP satisfies perceived needs and priorities it will be neither promoted nor used.

Patterns of implementation of concepts and strategies are emerging:

a.   The ELP is used to set educational standards. Learning targets in member states are increasingly based on the Common European Framework of Reference for Languages. Because it assigns a central function to self-assessment against the common reference levels the ELP helps to promote the dialogue necessary to ensure coherence and transparency from initial planning stages through the provision of learning opportunities to communicative language use.

b.   The ELP is used to assess learning outcome. Goal-oriented in place of provision-oriented language learning implies a paradigm change. Learning outcomes are set to be achieved and have to be assessed at given points. Self-assessment is an aspect of the ELP. There seems to be a "creative" tension between formative assessment during the learning process and the assessment of final outcomes. Views on this aspect tend to differ.

c.   The ELP is used to cope with diversity. Linguistic and cultural diversity is a key feature of Europe, yet English is the first foreign language in most educational systems. The promotion of other languages requires a major educational effort. Synergies between learning different languages and personal learning competence need to be developed during formal education.

        Schools and teachers are increasingly confronted with a pupil population with different cultural backgrounds and mother tongues. The ELP is used to value diversity but also to manage differences in language competence.

        Growing migration creates a need to integrate newcomers into established educational systems and into the labour market. Competence in the language of the host community is an essential prerequisite. The ELP is being used to support the process of integration in a number of member states.

d.   The ELP is used as an agent for change. During the process of decentralisation, the decision-making is redistributed among the centre, the regions and individual educational establishments. Typically core objectives and room for local enrichments are defined centrally. The ELP is used in support of a decentralised teaching and learning system.

Where different methods and activities are used at the same school or within the sphere of responsibility of a specific educational authority working towards a common goal, the ELP seems to have been a means of coordinating the different efforts.

The principles and effects of the ELP seem to some practitioners transferable to other subjects and to educational practice in general. In particular, a possible productive linking between the ELP and "mother tongue" teaching has been highlighted.

e.   The ELP is used for quality development and quality assurance.

It needs to be emphasised that all major "implementation" projects seem embedded in global national, regional or institutional educational concepts.

The following are some of the strategies used (often in combination):

f.   Central – decentralised approaches.
        Structures of projects seem to reflect both legal aspects and traditions. Germany, Italy, Spain and Switzerland all have decentralised school authorities yet project organisation differs considerably. It seems that coordinated strategies take longer at the outset. In contrast, decentralised projects tend to produce a need for coordination as they spread.

        The ELP models produced by International Non-Governmental Organisations are translated into local languages and used by their members in different member states.

g.   Bottom-up strategies – top-down strategies.
        Successful widespread implementation needs both official status and goodwill from teachers and learners. Hence, a good mix of bottom-up and top-down strategies seems crucial. There is, however, an important proviso to be added: voluntary implementation seems more likely to succeed than forced compulsory implementation.

h.   Counting on the snow-ball effect.
        This strategy seems to work informally on an individual learner and teacher level. Snow-ball effects also seem to occur through teacher and school networks provided that up-to-date, practice-related information is systematically disseminated. Counting on snow-ball effects does not seem to lead to a significantly wider use of the ELP if left to chance.

i.   Preparing the ground through teacher education.
        There seems to be general agreement that teacher education is the key to successful widespread implementation. In most projects, thorough preparation of the teachers at the outset of the implementation process is considered a pre-

requisite; in other projects it is the key concern, e.g. in Finland, the Czech Republic, and Umbria (Italy).

j.   Using electronic delivery.
       There are a number of ELP models which are mainly or exclusively delivered through the web. There are a number of reasons stated in favour of this strategy:
       -     Printing and distribution costs are avoided
       -     The documents are easily made available as and when needed
       -     On-line support for the use of the documents can be provided
       -     Personal accounts with their own database can be made available on request
       -     Data can be exchanged electronically between learners and teachers

k.   Using interactive electronic ELP models.
       The motives for such high-tech solutions seem to include:
       -     To ensure free access for all as and when needed
       -     Perceived advantages of a permanent availability of personalised user guidance
       -     Networking, access for group activities and work in class
       -     Positioning of the ELP in the global educational context
       -     Systematic reduction of paper to be delivered and stored

l.   Making ends meet.
       Five different strategies for the financing of larger projects seem to have been used:
       -     Financing through general educational budgets
       -     Selling the product to educational institutions or to the learner
       -     Financing through publishers
       -     Financing through EU project funds
       -     Using funds available to individual educational institutions.

The ELP needs to be spread further to develop its full pedagogic and reporting potential. To guarantee the credibility beyond narrow educational contexts a critical mass in use is needed.

Coherence and continuity seem to be essential ingredients for widespread implementation. Coherence helps build and maintain a common sense of purpose; continuity is essential in order to gain maximum benefit from using the ELP.

Implementation projects are complex ventures. It is becoming clear that considerable lead time and support over a prolonged period of time is needed for implementation to succeed and to become self-sustainable.

For the individual citizen, the ELP is meant as a tool in support of life-long language learning. It is a tool to help build new learning on old learning.

For the teacher, the ELP is a tool to promote language learning in effective, transparent and coherent ways.

For teaching institutions, the ELP is a tool to define and communicate the purposes and values of language education. It is a tool to produce benefits beyond formal education.

For the Council of Europe, the ELP is a tool to help maintain and foster linguistic and cultural diversity, to promote plurilingualism, mutual respect and understanding.

Determined and sustained efforts on many levels will be needed to achieve these declared goals.

The Council of Europe wants to maintain and foster the linguistic and cultural diversity of Europe as a potential source of wealth and characteristic feature of the continent. It develops instruments to support coherent linguistic and educational policies in its member states, which in turn, taking account of their priorities, decide on the eventual application.

The Language Policy Division of the Council of Europe is the lead body for the project. It is faced with a number of challenges on the way to broad implementation:

- Coordination is needed to maintain the European dimension of the project.

- The growing interest in the ELP and in the Common Framework of Reference for Languages has led to intensive discussions and scrutiny of the underlying concepts.
- Questions have been raised as to the strengths of the European common core in relation to the flexibility needed to reflect and take account of linguistic and cultural diversity.
- Needs have been expressed for the six common levels to be further divided and for the core document, the self-assessment grid, to be made more accessible to younger age groups of learners.
- There seems to be widespread agreement that an explicit common self-profiling tool to describe and report cultural competence should be explored and developed.
- Standardised passports for very young and young learners are on the agenda.
- The development of electronic ELP models might require additional guidelines.

- Quality standard elements for ELP models and support for implementation are needed and expected.

- A bank of validated descriptors has been created and needs to be developed further.
- Oral and written performance samples, as well as samples of test items for each of the six CEF levels are currently being developed as illustrative material to accompany the manual for *Relating language examinations to the CEF*.
- Validated samples of ELP formats and content need to be made available.

- The common European Principles and Guidelines have been annotated and made more transparent, yet they require regular reviewing.
- The training of trainers, ELP contact persons and project coordinators needs support.
- The guide for ELP developers needs to be updated and new ELP models validated.
- The first review of validated ELP models is approaching.

- Cooperation beyond the sphere of the Council of Europe is vital and growing in volume and complexity.

- The EU, while implementing its own language policies, has adopted the Common European Framework of Reference for languages and the ELP as useful tools.
- The EU *Europass* will include a *Language Passport* based on the CEF and the ELP.
- Several developments and implementation projects for the ELP have been financed through programmes of the EU.
- Countries outside Europe have expressed an interest in the ELP and the CEF.
- Categories and numbers of vital stakeholders involved in the implementation process are expanding; employers and publishers are but two examples.

The means available to fulfil these complex tasks are extremely limited:

- **The Language Policy Division (LPD)** The ELP is one of several demanding projects of the LPD. It is unique in two aspects: (i) the ELP addresses itself directly to European citizens and (ii) there is an unusual range of contact points in the member countries, in regions and in institutions, educational and other. The LPD prepares and follows up expert meetings and the annual international ELP seminars. It builds bridges to partner institutions and from and to its own other projects. It supports the ELP Validation Committee and prepares and administers the validation process. The Division's resources are constantly stretched to its limits.

- **The ELP Validation Committee** is responsible for the validation and accreditation of ELP models under a mandate and terms of reference given by the CoE Steering Committee for Education. It normally meets twice yearly and provides expertise on a demand basis. Its formal mandate is restricted to forming an opinion on the conformity of ELP models submitted with the common *Principles and Guidelines*. The responsibility for monitoring implementation lies with the member states and the educational institutions involved.

  Validation provides recognition and status. Implementation schemes have in most cases only been started after formal validation of a given ELP model.

  The Validation Committee has regularly gone beyond its formal mandate to provide guidance on content and policy issues. The validation process inevitably establishes "case law". In consequence, demands for a clarification of the mandate and a clear separation of the validation and advisory functions have occasionally been voiced.

Given the present mandate and foreseeable future demands, it is likely that the workload of the Validation Committee will increase further.

- **National validation committees** Where it has been decided to introduce the ELP, it is recommended that a body such as a national committee should examine ELP models designed for use in compulsory education before they are passed on to the European Validation Committee. National Validation Committees have been established in a number of member states but by no means in all.

- **The nominated national and NGO ELP contact persons** The ELP project depends to a very large extent on the goodwill and feedback from nominated national and NGO contact persons. The ELP contact persons disseminate ELP information and know-how in their countries and collect and return information to the CoE. They attend the annual CoE ELP seminar where they are expected to represent the interests of their country. If they are to be effective in these complex tasks, nominated ELP contact persons have to be able to rely on an established institutional base in their countries.

- **International ELP seminars and special events** The annual ELP seminars 2001-2004 were organised and funded by Portugal, Italy, Luxembourg, Turkey and Spain. Two reflection meetings of the Validation Committee were sponsored by the Czech Republic and held in Prague.

- **Consultants and experts** The LPD relies on a relatively small group of consultants and experts to develop further concepts, to undertake studies, to prepare documents and to advise on strategy.

- **Guides**
- European Language Portfolio: Guide for Teachers and Teacher Trainers. David Little and Radka Perclova, January 2001
- European Language Portfolio: Guide for Developers. Günther Schneider and Peter Lenz, June 2001
- Guide for the Development of Language Education Policies in Europe: From Linguistic Diversity to Plurilingual Education. Jean-Claude Beacco and Michael Byram, 2003.

- **Council of Europe website: www.coe.int/portfolio**

- **The European Centre for Modern Languages in Graz** The ECML assists its member states and the LPD in the ELP implementation process. In particular, it provides a platform for the transfer of know-how and information to multipliers and offers a framework for training and practical studies in a European context.[10]

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[10] e.g. Projects C5: ELP implementation support and C.6: Training teachers to use the ELP

- **Resources and funding of ELP projects** Neither the effort nor the resources applied to ELP projects have been quantified, but they must be considerable.
- The majority of pilot and implementation projects were funded by national and regional educational authorities or agencies.
- Major initiatives of non-governmental organisations enriched the development.
- EU-funded international cooperation projects resulted in a number of interesting ELP models for specials purposes.
- A great number of pilot schemes have been planned and carried out by educational institutions throughout Europe.
- Publishers have been instrumental in the production and distribution of ELP documents, sometimes on behalf of educational institutions, sometimes in their own name.
- And last but not least, teachers and their learners have devoted considerable energy and time to the ELP.

The wealth and scope of the ongoing ELP schemes throughout Europe are remarkable; a set of common goals, principles and guidelines were translated into a shared commitment and a surprising dynamic. It seems unlikely that a better overall result could have been achieved by a more structured approach.

There are, as may be expected, variations in the assessment of individual results in such an open project with so many stakeholders. Quality standards and demands are not everywhere identical. A variety of sets of evaluation criteria can be applied to judge success. Traditions, preferences and time horizons seem to make some activities fit better than others.

Over the years, the LPD has developed and promoted concepts and tools which are strictly descriptive and not prescriptive. This strategy leaves room for initiative and creativity and is well adapted to the Council of Europe's mission. This overall strategy seems to have served the ELP project well; there seems to be no need for a fundamental shift.

However, a number of issues identified in this report need to be confronted:

- **Maintaining the European dimension of the ELP**

Diversity in the interpretation of common goals and principles tends to increase as the wealth of projects at the European level grows. It seems desirable to review the mechanisms that support unity in diversity.

a) There is a need to clarify the modalities by which ELP issues of common interest can be tabled for discussion at the European level. A high degree of transparency in negotiating and agreeing common ground seems to be expected. Independent and coherent expert guidance seems to be needed to advise on ELP policy matters, to analyse issues and to prepare the discussion and decision-making process.

b) The role of ELP contact persons seems to need clarification both in their home country and at the European level. Expectations and means need to be brought into reasonable harmony.

c) The impact of the ELP related to the declared common goals needs to be followed up systematically. It might be desirable to devote a section in each Language Education Policy Profile to the ELP and its effects, in particular in regard to the promotion of plurilingualism and intercultural competence.

- **Strengthening and protecting the common core of the ELP**

d) The ELP is based on common *Principles and Guidelines* and on the Common European Framework of Reference for Languages: Learning, teaching, assessment. Nevertheless, the ELP models in use display a great variety of design, structure and content reflecting different educational contexts, preferences and priorities. The use of the ELP in a life-long perspective starting from childhood makes adaptations for specific age groups and for special purposes necessary. Despite or because of all the many variables it seems essential as well as desirable to try to strengthen the Common European Core of the ELP. To undertake this complex task help and guidance from a preferably stable group of experts is needed.

e) Experience and ELP know-how have grown considerably during the present project phase. It now seems advisable for the CoE to consider the publication of generic ELP models and sets of validated content for free access on its website.

f) As some core elements, e.g. the self-assessment-grid, are difficult to translate without changing the language proficiency levels described, it seems advisable to agree on standard translations beyond the official French and English versions.

g) The growing interest in the ELP and its open development architecture has in some cases led to critical infringements of copyright law and conventions. In most cases it was possible to find an amicable solution. Clarification of copyright issues seems desirable, particularly when commercial stakeholders are involved. Both legal and technical advice might be needed to protect the legitimate interests of the many stakeholders involved in ELP projects.

- **The validation and accreditation process**

Under its present mandate, the ELP Validation Committee has 9 voting members and up to five non-voting representatives of NGOs or consultant experts.

The EVC is responsible for the validation and accreditation of ELP models submitted according to *Terms of Reference* and *Rules for the Accreditation of ELP Models*. On the whole, these two guiding documents seem to have served reasonably well. There is, however, a need to review some aspects:

Point D. in the Rules for Accreditation states: "the committee will (in the interest of quality and credibility of the ELP as a pedagogic and reporting tool) verify the conformity of form, content and intent with the *Principles and Guidelines*.

It will use its discretion in forming an opinion on the degree of conformity to the common core needed in the specific case and to the acceptability of the variations proposed. Where judged necessary, it will ask for further information and provide guidance before taking a decision".

h) It seems to have proved a challenge for the EVC to balance these different requirements in reaching valid and fair decisions particularly during the initial stages of the validation scheme. The EVC itself went through a learning curve and tried to increase transparency by producing annotated guidelines for the submission of ELP models. Nevertheless, the EVC was seen by some to establish "case law" where broader discussion and negotiated agreement might have been desirable.

The EVC itself has been aware of an obligation to deal with general ELP issues, including strategy, which during previous project phases would have been dealt with by the Modern Language Project group.

Validation and expert guidance on general ELP issues might in the future need to be covered by separate yet closely interrelated mandates.

i) It seems to have been critical for the EVC to ask for further information and provide guidance before taking a decision in respect of some ELP models. The tight time frame, limited available expertise and procedural issues made it practically impossible to provide these services. Yet guidance in some form seems to be expected by ELP developers and submitters.

It might be desirable to find a way to provide these services outside the formal validation procedures.

j) The validation process has proved time consuming and may need to be streamlined. It may be desirable to have submitted ELP models analysed by technical experts before they are sent out to the members of the EVC for the preparation of the formal EVC meetings.

k) Validation and accreditation have up till now been free of charge for all categories of applicants. It may be necessary and appropriate to introduce a cost-covering fee for applications with a commercial interest.

- **Reviewing mandates**

The wealth of know-how and experience has increased considerably during the project phase 2001-2004. New insights translated into many proposals which need to be

discussed, prioritised and dealt with in a coherent and transparent way. Future strategy has still to be discussed, negotiated and agreed.

This consolidated final report for the project phase 2001-2004 is based on formal and informal information and feedback received from a great number of sources and people. They all deserve a big special thank you for their help and cooperation.

Albania	*no activity reported*	**Lithuania**
Andorra	*no activity reported*	*Luxembourg* *no activity reported*
Armenia		*Malta* *no activity reported*
Austria		**Moldova**
Azerbaijan		**Netherlands**
Belarus		**Norway**
Belgium		**Poland**
Bosnia and Herzegovina *no activity reported*		**Portugal**
Bulgaria		**Romania**
Croatia		**Russian Federation**
Cyprus		*San Marino* *no activity reported*
Czech Republic		*Serbia and Montenegro* *no activity reported*
Denmark		**Slovakia**
Estonia		**Slovenia**
Finland		**Spain**
France		**Sweden**
Georgia		**Switzerland**
Germany		"The former Yugoslav Rep. of Macedonia" *no activity reported*
Greece		**Turkey**
Hungary		*Ukraine* *no activity reported*
Iceland		**United Kingdom**
Ireland		*INGOs*
Italy		**CERCLES**
Latvia		**Eaquals/Alte**
Liechtenstein *no activity reported*		**European Language Council**

ELP contact persons: www.coe.int/portfolio

Armenia

Numbers of learners in Armenia with an ELP					28 07 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary Pilot version 6-10			45	75	
Total Armenia			45	75	

Empty boxes = information gap.

Austria

Numbers of learners in Austria with an ELP					06 07 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary 08.2001 CILT adapted Total primary			60		
Secondary I 58.2004* 63.2004** CERNET Total secondary I		250	750 600	750 450	2250
Secondary II Pilot Paedag Wien 24.2001 *** vocational Planned nat model 15-19 Total secondary II				300 2100	4100
Adult education 08.2001 CILT adapted Pilot Wiener Volksbildung Total adult		60		40TT 50	40TT 60
Total Austria					

Status of projects: * The ELP for lower secondary education (58.2004) has been formally approved by the Austrian Ministry of Education, Science and Culture, ref. 48.213/1-V/1/03 for inclusion in the appendix of the Lists of Approved Text Books for Secondary Modern Schools (form 1-4), for Polytechnical Schools and for Grammar Schools (forms 1-6). This means the ELP will be available free of charge if ordered via the "Schoolbook programme". However, the ELP will be in competition with other offers as funds in this programme are limited.

General feedback on the ELP is available under: www.sprachen.ac.at/esp/reaktionen.php?tab=esp
A detailed report on the project is due for February 2005.

** Developers and promoters of the model are CERNET and the Vienna Board of Education. The model was piloted in 11 schools in Vienna, 2 in Bratislava, 2 in Brno, 3 in Györ-Moson-Sopron in English and German. Implementation is planned after accreditation (German version accredited 2004, Czech, French, Hungarian, Slovak language versions are in preparation). An evaluation report of the pilot phase by the University of Edinburgh will be available in autumn 2004.

*** The Board of Education in Vienna (Stadtschulrat für Wien, Abteilung 3) implemented the ELP in all first forms of Business School (Handelsakademie und Handelsschule). Students paid € 7, the cost price of the ELP. This ELP might in also be introduced in Tourism and Catering Colleges (HWL and HLT). A SWOT analysis,

qualitative research on a relatively small scale on the basis of voluntary interviews is currently carried out in the Business Academy Donaustadt.

Articles and reports: - Anita Keiper, Gunther Abuja, Wolfgang Moser: From insight to self-reflection: Developing competence with the European Language Portfolio. German version in: Erziehung und Unterricht 9-10/2003 Wien. B. Buchholz, MA dissertation at Norwich University: The English Primary Package – EPP.

Azerbaijan

Numbers of learners in Azerbaijan with an ELP					8 12 03
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
University sector Pilot version*					

*Exhibited at the Luxembourg seminar   Empty boxes = information gap

Belarus

Numbers of learners in Belarus with an ELP					26 11 03
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Secondary II Pilot version 15-17			600	500	
Total Belarus			600	500	

The project is conducted within the framework of a university research programme which is financially supported by the Ministry of Education. The ELP issue has been included into the programme of the State and course exams in methodology of teaching foreign languages at the Minsk State Linguistic University.

Belgium

Numbers of learners in Belgium with an ELP					09 07 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary French-speaking community 38.2003 10-12 Total primary		4000 4000		750* 750	12000 12000
Secondary I French-speaking community 38.2003 12-14 Total secondary I		2000 2000		30000 30000	30000** 30000
Secondary II French-speaking community 39.2003 14-18 Flemish speaking commun. Pilot version Total secondary II		4000 2100 6100	1500 1500	20000 20000	20000** 20000
Adult education Pilot version*** Total adult		250 250			
Total Belgium		12350	1500	50750	62000

*   used with the same user group over 4 years ** planned to reprint 45000 yearly for the state schools of the French-speaking community *** an adult model has been elaborated but the financing of implementation is still pending

Status of the projects: Both the ministry responsible for primary education and the ministry responsible for secondary education of the French-speaking community recommend the use of the ELP in all schools of their sectors and declared it compulsory for the schools organised by the French-speaking community since 2002-2003. The introduction is taking place progressively. Financing of the project has been planned for 3 years.

Additional information: The ELP has been presented to the teachers with an emphases on the pedagogic aspects and the biography. The passport section was consciously neglected in the starting phase. The dossier requires the development of an inventory and a matrix of relevant activities in harmony with evaluation requirements. To maintain credibility of the ELP these tasks need to be undertaken over the next few years.

Reports: Pieter von Haute: Language Portfolio for Adults, pilot version June 2001, Results of the Inquiry 2002

Bulgaria

Numbers of learners in Bulgaria with an ELP				04 04 04	
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary 53.2003 ECET Sofia				1500	
Secondary II Pilot* SCALA project					
Vocationally oriented 48.2003-BG**			400		
University 48.2003-BG** Pilot New Bulg. Univ. ***			450		
Adult 06.2000 Eaquals/Alte 48.2003-BG**			100		
Total Bulgaria			1000	1500	

Empty boxes 2004-2005 = information gap

Project status: * ELP model for bilingual Bulgarian *Licee*, developed by a Bulgarian/Swiss partnership, supported by the Foundation Henri Moser, Genève. The first phase of the pilot project was conducted in Sofia and Varna from 1999 to 2001. SCALA 2 from 2005 to 2008 will see an extension to other *Licee* 8th graders and to the 9th, 10th, and 11th school years. Evaluation reports are expected in 2005 and 2008. The Bulgarian Ministry of Education and Science supports these developments.

** Leonardo project 132078: European Language Portfolio: Promoting a Lifetime of Vocationally-Oriented Language Learning, ELPVOLL. Contractor: Association of University Foreign Language Teachers, Sofia Coordinator: Faculty of Classical and Modern Languages, Sofia University ″St. Kliment Ohridski″ Partners: Bank Centre for Training and Development, Sofia, Bulgaria; Bulgarian Association of Travel Agents, (BATA), Bulgaria; National Association of Municipalities in the Republic of Bulgaria (NAMRB); Berufsbildungswerk (BFW), Heidelberg, Germany; SPIRAL Strasbourg, France; Université Marc Bloch, Strasbourg, France; ITCG & PACLE ″Primo Levi″, Seregno, Italy; CILT – National Centre for Languages, UK.   Website: www.vflp.net

This ELP model was validated in five language versions: Bulgarian, English, French, German, Italian. Training modules are available. These are accompanied by specific descriptors and described in the Brochure: ″Languages at Work, Descriptions of modules – Banking and Finance, Local Administration, Tourism″

*** Pedagogical Portfolio for Foreign Language Teacher-Trainers, Department of Applied Linguistics, New Bulgarian University.

A detailed report on the implementation of the ELP models in Bulgaria has been developed and an official decision by the Minister of Education and Science is being expected.

Croatia

Numbers of learners in Croatia with an ELP					13 06 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Adult 06.2000 Eaquals/Alte				15	1500
Total Croatia				15	1500

Empty boxes = information gap.

The concept and the aims are regular topics of in-service language teacher seminars. E.g. Dubrovnik Summer School 2002 (20 hours).
Existing ELP models and printed materials are regularly made available.
A number of articles appeared in newsletters and professional journals.
The development of ELP models for the primary, secondary I and secondary II sectors is planned for 2006.

Cyprus

Numbers of learners in Cyprus with an ELP					28 11 03
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Secondary I Pilot version 6-10					
Total Cyprus					

Empty boxes = information gap.

Extended pilot project with 11,000 learners to start after validation scheduled for autumn 2004.
Reports: County Report Language Education Policy Profile, April 2004, page 39

Czech Republic

Numbers of learners in the Czech Republic with an ELP					04 06 04
Educational sector	2000-200	2001-2002	2002-2003	2003-2004	2004-2005
Primary 22.2001		1500	2500	3000	3500
Total primary		1500	2500	3000	3500
Secondary I 07.2001		15000	17000	18500	19000
Total Secondary I		15000	10000	12000	19000
Secondary II 23.2001		1800	2800	3000	3500
Total Secondary II		1800	2800	3000	3500
University 29.2002 CERCLES				200	300
Total university				200	300
Adult education 55.2004					1000
Total adult					1000
Total Czech Rep.		18300	15300	18200	27300

Status: Recommendation of the Ministry of Education, Youth and Sport of 5 September 2001 to use the ELP in public education. The use of the ELP has become an integral part of many pre-service teacher training courses and seminars.

Support measures: Announcement of the Ministry and updated information on the website of the Ministry; articles in the professional journal for language teachers; presentations at language conferences and seminars; series of seminars for teacher trainers who have been running dissemination sessions/seminars/workshops for teachers in the whole country. A support website for teachers using the ELP is being developed.

Other information: Specific interest in the Europass of the EU, specially in the electronic use of parts of the ELP.

Reports and articles: A magisterial thesis on self-assessment and another on how descriptors are covered in textbooks are being prepared. A study on the implementation of the ELP in the Czech Republic is forseen.

Desirable further developments on the European level: - standardised passport for all age categories; - research on the development of appropriate descriptors of communicative activities for young learners; - co-ordination of the ELP with the Europass.

Denmark

Numbers of learners in Denmark with an ELP					24 06 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary Pilot version 6-10					15000
Total Denmark					15000

"Min forste Sprogportfolio" will be used by the same groups of learners during 3 school years.

Status: The project is co-financed by the Ministry of Education and departmental Pedagogic Centres. The ELP is free of charge for the schools.

Support measures: Each of the 15 Pedagogic Centres in Denmark invited interested teachers to an introduction session. Only teachers who attended one of the sessions will receive an ELP free of charge for each learner. These teachers accept to return three questionnaires during the whole piloting phase.

The language consultant of the pedagogic centres will communicate via a special electronic web site with the participating teachers.

A website for the general public including the teachers guide, will be made available.

Estonia

Numbers of learners in Estonia with an ELP					8 12 03
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Secondary I Pilot project 12-16					1200
Total Estonia					1200

Status: A research a development group has been formed to develop an Estonian ELP model for the 12-16 age group and to piloting it (decree number 645 of the 7th July 2003 of the Ministry of Education).

Piloting will start with 80 teachers (estimate is 1,200 learners) in the school year 2004-2005. Broad implementation is foreseen to begin during the school year 2006-2007. There are the following budget allocations for the project: 2003 € 16,000, 2004 € 25,800.

Support measures: Conference December 2003: Presentation of the ELP August to October 2004: Teacher preparation fro the pilot schools.

Website in preparation to be operational in September/October 2004 The Common European Framework of Reference has been translated into Estonian

Finland

Numbers of learners in Finland with an ELP					26 11 03
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2003-2004
Primary Pilot version **Total primary**		280 **280**	320 **320**	320 **320**	
Secondary I Pilot version **Total secondary I**		497 **497**	450 **450**	450 **450**	
Secondary II Pilot version **Total secondary II**		731 **731**	700 **700**	700 **700**	
University Pilot version **Total university**		150 **150**	100 **100**	450 **450**	
Total Finland		**1658**	**1570**	**1920**	

Empty boxes 2003-2004 = information gap.

Status: There is a formal decision by the National Board of Education to link the targets for the end of primary and the end of lower secondary school to the Common European Framework levels.

The national framework curricula are now normative, giving an obligation for the teachers to comply with the norms specified. The ELP is not mentioned as a norm, however, it is recommended in "lower- level" documents as a way of working towards the official goals of self-assessment and learning to learn.

The "National ELP Dissemination project 2001-2004" is coordinated by the University of Tampere with project groups at the universities of Helsinki, Joensuu, Jyväskylä, Oulu, Tampere and Turku.

Support measures: A knowledge base of ELP pedagogy and teacher education has been established throughout Finland.

Regional and local ELP dissemination is expanding. Municipalities will take on responsibility for the ELP training as part of implementing the new curricula as from 2004.

SUKOL (the Modern language teachers' association of Finland, 6000 members) has featured the CEF and the ELP prominently at its meeting and conferences and in their teacher magazine TEMPUS.

The National Board of Education has opened a website for the curriculum reform. Target curriculum levels are explained and linked to the CEF and the ELP concepts.

All models downloadable: ELP website of Tampere University: www.uta.fi/laitokset/okl/tokl/eks

Reports: - Kohonen states in "Student autonomy and the European language portfolio: evaluating the Finish pilot project (1998-2001)", University of Tampere, English version 2003

France

Numbers of learners in France with an ELP					28 11 03
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary 02.2000 CIEP		13500	5480	3500	
Secondary I 44.2003					
Secondary II 05.2000 CRDP		35700	4093	4959	
Vocationally oriented 05.2000 CRDP* Pilot version AGERCEL		10000			
University 29.2002 CERCLES 48.2003-FR Sofia				2200	
Adult 01.2000 EDK Bern					
Total France		59200	9573	10659	

Empty boxes 2004-2005 = information gap.

Status : The ELP models are published by a private publisher. The National Ministry of Education considers them on the same level as school books. As such they are not specifically promoted or followed-up. The Minister of Education underlined the interest in introducing the ELP into the pedagogic practice in 2001and since then the ELP has been mentioned repeatedly in pedagogic recommendations accompanying the new programmes for modern languages on all levels.

Support measures: Authorities in a number of regions have decided to disseminate the ELP. E.g. The Academy of Strasbourg will equip every single learner with an ELP by 2007. Teachers and pedagogic teams have developed their own initiatives within their educational establishments.

Additional information: The ELP implementation process in France has developed a specific dynamic. The initial official introduction produced limited immediate effects on the use in class but stimulated reflection about the objectives of language teaching and appropriate modalities of evaluation. There are indications that these reflections gradually motivate teachers to make use of the ELP.

Publication : Nationale, Académie de Rennes, F-22830 Plouasne: Un Portfolio Européen des Langues: Un témoignage du collège La Gautrais

Georgia

Numbers of learners in Georgia with an ELP					28 11 03
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Secondary II 45.2003 adult		30		20	
Total Georgia		30		20	

Empty boxes 2004-2005 = information gap.

Germany

Numbers of learners in Germany with an ELP					04 08 04
Educational sector	2000-2001	2001-20	2002-2003	2003-2004	2004-2005
Primary 32.2002a* Thüringen					
Pilot Bayern			15000	15500	16500
Pilot Berlin					200
Pilot Brandenburg.					10000
Pilot Bremen					
ELP not val. Hessen					
Pilot Meckl/Vorp					17000
Pilot Sachsen					300
Total primary			15000	15500	44000
Secondary I					
04.2000** NRW		7000	10000	14500*	
32.2002b* Thüringen			15000	15500	17500
46.2003 Hamburg					2400
ELP not val. Hessen					3000
Pilot Sachsen					1467
Total secondary I		7000	25000	30000	24367
Secondary II					
32.2002c* Thüringen			15000	15500	17500
Total secondary II			15000	15500	17500
Vocationally oriented	.				
32.2002c Thüringen			1200	500	1000
48.2003-DE Sofia				500	
Total voll			1200	1000	1000
University					
29.2002 CERCLES					
35.2002 ELC					
Adult					
32.2002c Thüringen				1000	1000
37.2002 -DE Milestone					
06.2000 Eaquals/Alte					
Total adult				1000	1000
Total Germany		7000	56200	63000	87867

Status: * Recommendation of the Ministry of Education Thuringia to provide all learners with an ELP by the school year 2005-2006.

** Project co-ordinated by the Landesinstitut für Schule, Soest under a mandate from the German Kultusminister- konferenz.

Publications: - E. Thürmann: Das Europäische Portfolio der Srachen für die Weiterbildung in Deutschland, Bericht zu dem vom BMBF geförderten Vorhaben. 2003, Landesinstitut für Schule. D-Soest 59494 - Schwerpunkt: Gemeinsamer Europäischer Referenzrahmen und Europäisches Sprachenportfolio. Heft 3.2003 Neusprachliche Mitteilungen aus Wissenschaft und Praxis - Thüringer Modell des Europäischen Sprachenportfolios: www.thuringen.de/tkm

Greece

Numbers of learners in Greece with an ELP					24 06 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary 08.2000** CILT Total primary					
Secondary I 43.2003* 12-15 Total Secondary I		500 500	1000 1000	2800 2800	5000 5000
Adult education 01.2000*** EDK 43.2003 Teacher Training Total adult					2000 2000
Total Greece		500	1000	2800	7000

Empty boxes = information gap.

Status: * The ELP is an official project of the National Ministry of Education and of the Greek Pedagogic Institute. It has been referred to in an official press statement by the Ministry of Education and is included in the official documents of the Council of the Pedagogic Institute.
** 10,000 copies sold to a private teaching institution
*** 4,000 copies sold to a private teaching institution

Support measures: A teacher training and support system has been put into place. Articles published in pedagogic journals. Research on the impact of the ELP is planned.

Additional information: A study on ELP needs in adult education is being conducted. An ELP model for the adult sector is being developed.

Hungary

Numbers of learners in Hungary with an ELP					25 06 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary 16.2001 Ministry Educ.		1000	300	500	800
Secondary I 16.2001 Ministry Educ. 63.2004 CERNET		1000	300	100	150
Secondary II 15.2001 Ministry Educ.		1000	500	450	600
Vocational 17.2001 Minstry Educ.				50	80
Adult 06.2000 Eaquals/Alte 17.2001 Ministry Educ.					1000
Total Hungary	All	3000	1100	1100	2630

Empty boxes = information gap

Status: The ELP is mentioned in a number of educational projects of the Ministry of Education.
Support measures:

A major four-year project is being launched with the participation of around 100 schools. The objective is to produce an annual synthesis and a final synthesis of the results at the end of the school year 2007. A project in the adult sector will be launched with the support of the Ministry of Employment.

Iceland

Numbers of learners in Iceland with an ELP					00 06 04
Educational sector	Regions	2000-2001	2001-2002	2002-2003	2003-2004
Secondary I Validation pending					
Secondary II Validation pending					

Ireland

Numbers of learners in Ireland with an ELP					09 06 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary 11.2001 rev.* IILT Total primary		3000 **3000**	7500 **7500**	5000 **5000**	4000 **4000**
Secondary I + II 10.2001 Authentik 12.2001 rev.** IILT Total secondary I+II		967 **967**	1209 2910 **4119**	2369 4700 **7069**	1000 1500 **2500**
Vocationally oriented 14.2001 IILT 37.2002 Milestone Total voll			122 **122**	150 **150**	500 **500**
Adult education 13.2001a/b IILT 37.2002 Milestone Total adult			550 **550**	850 **850**	
University 29.2002 CERCLES Total university			330 **330**	650 **650**	350 **350**
Total Ireland		**3967**	**12621**	**13719**	**7350**

Status: Integrate Ireland Language and Training is funded by the Department of Education and Science, so their ELP models have quasi-official status. * This model is central to the support that IILT provides for teachers of English as a second language in primary schools throughout Ireland. Information available under: www.tcd.ie/clcs or www.authentik.ie ** This model is central to the support that IILT provides for teachers of English as a second language in post-primary schools throughout Ireland. Implementation is monitored by IILT. Website: www.iilt.ie

Support measures: The implementation process is supported and monitored via regular in-service training days. Data of various kinds is being collected leading to an empirical evaluation and research publications.

Additional information: Revised versions of the ELP models 11.2001 and 12.2001 have recently been validated and will replace the previous versions from September 2004 onwards. Related to the models 11.2001 rev and 12.2001 rev Integrate Ireland and Training published:
- English language proficiency benchmarks for non-English-speaking pupils at primary level, Version 2, 2003.

- English language proficiency benchmarks for non-English-speaking pupils at post-primary level, Version 2, September 2003.

In the school year 2003–04 Manolis Sisamakis collected a large amount of feedback data on the post-primary ELP (10.2001) from teachers and learners. Some teachers suggested that we should have separate models for lower and upper secondary; some learners found that the model contained an overwhelming amount of material. These opinions will be taken into account in a review of model 10.2001 in the year 2004–05.

Studies and publications:

- David Little, 2001: "We're all in it together: exploring the interdependence of teacher and learner autonomy", in *All Together Now* (Papers from the 7th Nordic Conference and Workshop on Autonomous Language Learning, Helsinki, September 2000), ed. Leena Karlsson, Felicity Kjisik and Joan Nordlund, University of Helsinki Language Centre, 2001, pp. 45–56. (It contains a discussion of the ELP as a tool for developing learner autonomy.)

- David Little, 2002: "The European Language Portfolio: structure, origins, implementation and challenges", *Language Teaching* 35.3, 2002, pp.82–9.

- David Little, Jennifer Ridley, Ema Ushioda, 2002: *Towards greater learner autonomy in the foreign language classroom*, Dublin: Authentik, 162 pp. (Describes the project that produced the post-primary ELP, 10.2001.)

- E. Ushioda and J. Ridley: Working with the European Language Portfolio in Irish post-primary schools: report on an evaluation project. Trinity College Dublin, Centre for Language and Communication Studies, CLCS Occasional Paper No.61, Autumn 2002.

- David Little, "Learner autonomy and public examinations", in *Learner autonomy in the foreign language classroom: teacher, learner, curriculum and assessment*, edited by David Little, Jennifer Ridley and Ema Ushioda, Dublin:Authentik, pp.223–33. (Discusses the possible use of the ELP as a focus for school-based assessment.)

- David Little and Barbara Lazenby Simpson, 2004: "Using the CEF to develop an ESL curriculum for newcomer pupils in Irish primary schools", in K. Morrow (ed.), *Insights from the Common European Framework*, Oxford: Oxford University Press, pp.91–108. (Contains discussion of the design and implementation of model 11.2001.)

Three Ph.D. theses are in preparation:

- Manolis Sisamakiks, Ph.D. thesis on empirical data collected from the classrooms of teachers in the CLCS network: project completion date, autumn 2005;

- Patrick Farren, Department of Education, National University of Ireland Galway, Ph.D. thesis on a project that uses the post-primary ELP model in initial teacher training;

- Lorna Carson is writing a Ph.D. thesis that uses the ELP to explore the impact of goal setting and self-assessment on the motivation and self-esteem of adult refugees learning English as a second language.

Italy

Numbers of learners in Italy with an ELP					24 11 03
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary					
25.2002 Umbria			5250	6785	7500
26.2002 Piedmont		9000	27000	29408	
Aosta Valley				31	40
30.2002 Lombardia			1284	2000	3000
49.2003 Loescher				500	
Pilot Alto-Adige				232	232
Total primary		**9000**	**33534**	**38956**	**10772**
Secondary I					
25.2002 Umbria		18000	6000	8100	9000
26.2002 Piedmont			3000	5000	
30.2002 Lombardia		500	1948	10000	15000
Piedemonte			800		
Sicily			300		
49.2003 Loescher				400	
Pilot Alto-Adige				264	264
Pilot Aosta Valley					140
Total secondary I		**18500**	**12048**	**23764**	**24364**
Secondary II					
25.2002 Umbria			3750	5125	6000
30.2002 Lombardia			1384	2000	2500
54.2003 Piedmont				3200	3800
64.2004 Puglia					
Pilot Abbruzzo					
Pilot Aosta Valley					120
Total secondary II			**5134**	**10325**	**12420**
Vocational					
48.2003-IT Sofia				400	
Pilot Aosta Valley		300			
Total vocational		**300**		**400**	
University					
05.2000 Aosta Valley		36	54	72	
29.2002 CERCLES					
40.2003 Calabria					
Total university		**36**	**54**	**72**	
Adult					
06.2000 Eaquals/Alte			1500	150	
54.2003 Piedmont					180
Total adult			**1500**	**150**	**180**
Total Italy		27836	42270	73667	47736

Publications and reports - Provveditorato agli Studi di Terni, Italy. Comunicazione lingua e Linguaggi nelle Discipline Curriculari, a cura die Flora Palamidesi 2000 - Direzione Generale, Ufficio Scolastico Regionale per il Piemonte. Quaderni 3 "Portfolio Europeo delle Lingue un'Esperienza Piemontese" 2003 - The British School of Fiuli-Venezia Giulia. ELP Implementation Report – December 2003

Latvia

Numbers of learners in Latvia with an ELP				15 06 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Secondary II Pilot 16-18					500
Vocational Pilot					500

Models developed in co-operation by: the Ministry of Education and Science of the Republic of Latvia, the Centre for Curriculum Development and Examinations, the Public Service Language Centre

The project is managed by the Ministry and the Centre for Curriculum Development and Examinations since 2004

Lithuania

Numbers of learners in Lithuania with an ELP				14 05 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary Planned 6-10					
Secondary I Planned up to 16					
Secondary II Pilot 16-18 Teacher Training					20000
Adult Planned					
Total Lithuania					20000

Status: Piloting and teacher training in 2004
Recommended by the Ministry of Education and Science for upper secondary education from 2005; Budget 2004: € 50,000

Moldova

Numbers of learners in Moldova with an ELP				28 11 03
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Secondary I Pilot version				500	
Total Moldova				500	

The Ministry of Education included the ELP in a communication to the Curriculum and Evaluation Council.

The Netherlands

Numbers of learners in the Netherlands with an ELP					24 06 04
Educational sector	2000-2001	2001-2002	2 002-2003	2003-2004	2004-2005
Primary 33.2003 9-12 UvT Pilot 4-5 Van de Velde UvT **Total primary**		511	571	379	600 600
Secondary I 34.2002a* SLO **Total secondary I**					1000 1000
Secondary II 34.2002b* SLO **Total secondary II**					1000 1000
Vocationally oriented 18..2001** Bve Raad **Total vocational**	120	300	650		750 750
University Pilot 03 Elmerini UvT					
Adult education 36.2002*** CINOP 37.2002 Milestone **Total adult**					2020 2020
Total Netherlands	120	811	1029	379	5370

Empty boxes = information gap

* Interactive electronic versions. Website www.europeestaalportfolio.nl ** Learners who started with the ELP in 2000 have not yet graduated, they are still using the ELP they started with. Website: www.trefpunttalen.nl

*** Downloadable: www.cinop.nl/portfoliont2

Additional information from the University of Tilburg project after 5 years of classroom experience in primary school (ELP model 33.2003):

It takes two years to make users clear about what is meant. The third year is crucial. Mentoring/tutoring is essential otherwise schools stop. For continuation it is important that the school team carries the project, instead of just individual teachers. The ELP should be an integral part of the school career, i.e. part of continuous learning. At Tilburg University a six-year project in 2004. Through multiple case studies we hope to unravel learning processes and (digital) learning environments.

Interest from employers: The teacher is language portfolio (Broeder & Aarts 2003) has been adopted and used successfully in company communication training (two themes: a) Company transfer, b) Processes in group cohesion.

Publications and articles:
- Carla Driessen, Annelien Haitink, Jan van Tartwsijk: Experimenten met het Naderlandse taalportfolio in 2001", IVLOS, Universiteit Utrecht, Februari 2002
- Pieter Van Haute: Language Portfolio for Adults, Pilot Version June 2001, Results of the Inquiry
- Babylonia Tilburg University: Learning through learning: Self-regulation in life-long language learning. Website www.taalportfolio.com E-mail: info@taalportfolio.com The project is an evaluation of self-regulated learning by means of the Common European Framework of Reference and the European Language Portfolio in education. The research is aimed at discovering whether or not and under what conditions the claims which are being made for working with language portfolio's can be reached in educational practice.
- Avoird T. van der, D. Bontje, P. Broeder, G. Extra and N. Peijs: Hoezo taalportfolio? Ervaringen met de introductie van een Nederlands talenpsapoort. Enschede SLO 1999 (ISBN 90-74220-28-2)

- Broeder P.: Know what you know: the ELP in the multicultural classrooms. Paper presented at the conference "Languages: Promoting good practice" November 2001
- Aarts R. and Broeder P.: Experiences with a language portfolio – with special focus on Moroccan children in the Netherlands. 2004
- Van der Velde H.: Meer taal, meer talen. Een taalpoortfolio voor meertalige kleuterklassen. Tilburg University 2004 (thesis)
- Willems J.: Op weg naar een digital taalportfolio. Een stujdie naar de (on)mogelijkheden von een taalportfolio in relatie met ICT voor het basisonderwijs in Nederland. Tilburg University 2004 (thesis)
- For additional information see website: www.taaalportfolio.com

Norway

Numbers of learners in Norway with an ELP				24 06 04	
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Secondary I				30 +	180
Secondary II				30 +	180
Adult				20 - 60	
Total Norway				90	360

* Based on the "Bergen Project": Angela Hasselgreen, coordinator: Bergen-Cando Project 2003. The aim of the project was to exploit the potential offered by the ELP to develop material for portfolio assessment in the lower secondary school language classroom.

Status: On 17 June 2004, Parliament accepted a proposal from the Ministry of Education and Research to make a 2nd foreign language obligatory for all students on lower secondary level in Norway. This reform is expected to be of considerable importance both for implementing the ELP and for a new syllabus for foreign languages, which will most likely be strongly influenced be the European Framework of Reference for Languages. Because of this special situation of transition and reform in Norway it is too early to outline the final testing and implementation of the ELP.

Poland

Numbers of learners in Poland with an ELP				09 06 04	
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary in preparation					
Secondary I 62.2004 10-15			446	1005	7500
Secondary II in preparation					
Total Poland			446	1005	7500

Status: The Polish ELP has been published by the National Centre of Teacher Education in co-operation with the Ministry of Education and Sport.
Support measures: Long-term teacher education, intensive courses, background articles in the specialised press, teacher and user guide. For learners: well-trained teachers, easy access to the ELP, pedagogic support during the years of education, accessible price.
Evaluation studies are under way.
Articles and publications:
Barbara Glowacka: several articles in "Jezki Obce w Szkole"

Portugal

Numbers of learners in Portugal with an ELP				15 06 04
Educational sector	**2000-2001**	**2001-2002**	**2002-2003**	**2003-2004**	**2004-2005**
Primary Primary migrants **Total primary**					
Secondary I 20.2001 10-15 **Total secondary I**	2000 **2000**				2000 **2000**
Secondary II 21.2001 **Total secondary II**					2000 **2000**
Total Portugal	2000				4000

* First edition: autumn 2003, second edition spring 2004

Status: The use of the ELP is recommended in the new Curricula based on the Common European Framework of Reference.

Teacher associations and the Regional Departments of the Ministry of Education were involved in the ELP development process right from the beginning. The implementation process was for a number of reasons interrupted at times but systematic teacher training continued with the financial support of the Ministry.

Support measures: Training courses for the introduction of the new curricula include training about the Common European Level of Reference for Languages and the European Language Portfolio. The courses included: 2002-2003, 50 hours in-service training for 55 teachers 2003, 231 multipliers and authors received training and started to disseminate the ELP in schools. The first public presentation took place in 2004 in a seminar of the English Teachers Association. A plan for dissemination and implementation is being worked out in cooperation with the Regional Departments of Education and the Teacher Associations. The ELP will be launched for schools, firms and other institutions during the Day of Languages in September 2004.

Romania

Numbers of learners in Romania with an ELP				29 06 04
Educational sector	**2000-2001**	**2000-2001**	**2001-2002**	**2002-2003**	**2003-2004**
Primary under development					
Adult 06.2000* Eaquals-Alte					
Total Romania					

Support measures: December 2003: First edition of the Romanian version of the model 06.2000 December 2003: Distribution of the Romanian version to all regional Inspectorates and the Directorate of pre-university education 2004 presentation of the adult ELP in regional pedagogical seminars for language teachers 2004 during the Language Day presentation of the ELP in the French and German Cultural Centres. A recommendation for the introduction of the ELP as a self-evaluation instrument to all final classes is under consideration.

Russian Federation

Numbers of learners in Russia with an ELP				18 06 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary 28.2002 MSLU		500	1850	5650	27500
Total primary		500	1850	5650	27500
Secondary I 31.2002 MSLU		500	500	10500	25500
Total secondary I		500	500	10500	25500
Secondary II 03.2000 MSLU		4000	9700	11700	25000
Total secondary II		4000	9700	11700	25000
University 27.2002 MSLU Planned*		500	1170	2000	5000
Total University		500	1170	2000	5000
Total Russia		5500	13220	29850	83000

* ELP model for non-philologists

Status: All these ELP models are officially recommended by the Russian Ministry of Education. Monitoring is taking place through seminars and reports.

Support Measures: Teacher-training system: Lectures and seminars for trainee language teachers, in-service workshops in various regions of Russia. Network of disseminators Publications in mass media

Research and reports: A specific research project is devoted to the use and impact of the "philologist ELP" model at MSLU.

Slovakia

Numbers of learners in Slovakia with an ELP				15 07 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Secondary I 42.2003 11-15			1000	3000	3000
Total Slovakia			1000	3000	3000

Status: Recommended for the compulsory sector by the Ministry of Education.

Support measures: National Pedagogic Institute: In-service training in general and support for teachers involved in the project. Financed by the Ministry of Education.

Slovenia

Numbers of learners in Slovenia with an ELP					24 06 04
Educational sector	2000-2001	2001-2002	2002-2003	2002-2003	2003-2004
Primary Pilot version 7-9		177	250	300	350
Secondary I 57.2004 11-15		353	1050	1250	1400
University Pilot version		104	150	120	200
Adult Pilot version			200	150	200
Total Slovenia		634	1650	1820	2150

Status: The ELP as such does not yet have official status, although the "portfolio" as a concept is mentioned in the syllabi for languages and is recommended by the Slovenian Ministry of Education, Science and Sport as an alternative means for the assessment and self-assessment of achievement in language learning and teaching.

Support measures: Promotion leaflet in Slovenian sent to all schools and other institutions working in the field of languages; List describing the support measures put in place for learners, teachers, educational establishments, heads of schools, administrators, etc.; Teacher seminars.

Reports: Report with statistical data on the implementation during the school year 2002/2003 in preparation.

Additional information: It is planned to include the ELP 57.2004 as part in the final/external examination for the new 9th primary school year in Slovenia. The use will not be compulsory but a certain percentage may be added to the final result.

Spain

Numbers of learners in Spain with an ELP					28 11 03
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary 50.2003 3-7 51.2003 8-12 Total primary			500 350 850	4500 2500 7000	10000 7500 17500
Secondary I 52.2003 12-16			500	700	2000
Secondary II 52.2003 15-18				700	2000
Vocationally oriented 52.2003 15-18				600	2000
Adult education 59.2004			500	2000	6000
Total Spain			1850	11000	29500

Status: Gradual implementation supported by the Spanish Ministry of Education in cooperation with the regional educational authorities of Spain is planned over the next few years.

Currently there are plans in 15 out of 17 regions to experiment the ELP in a selection of schools of all educational sectors during the school year 2004-2005.

Support measures: The Spanish Ministry of Education recommends a teacher training plan necessary for the implementation of the ELP. It has provided materials for learners and teachers free of charge as well as initial training for those responsible for the project in the different educational regions.

Additional information: Schools teaching Spanish abroad have shown interest in the validated Spanish ELP models. Publishing houses, private language schools in and out of the country have been asking for information and are interested in buying the Spanish ELP models.

Sweden

Numbers of learners in Sweden with an ELP					02 07 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary 60.2004 6-11			300		7500
Secondary I 61.2004			700		7500
Secondary II 19.2001			130		
Vocational 19.2001		500			
University Pilot version					
Adult Pilot version				990	
Total Sweden	All 2420		500	2120	15000

Empty boxes = information gap

Status: Project of the National Agency for School Improvement

Implementation strategy: The main implementation strategy will be to print 5,000 copies of the Guidelines for Teachers. These will include a CD-Rom with the two ELP models validated. The ELP will be made available for the learners on the Agency's website.

Switzerland

Numbers of learners in Switzerland with an ELP					16 06 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary 26.2002 Piedmont Ticino 30.2002 Lombardia do ELP in preparation Total primary				50 50 100	
Secondary I Pilot version EDK Total secondary I				1750 1750	8000 8000
Secondary II Pilot version EDK 01.2000 Total secondary II	8000 1400 9400	 10000 10000	 13000 13000	 21315 21315	 22000 22000
Vocationally oriented Pilot version EDK Total voll		4000* 4000			
University 35.2002 ELC			250	250	
Adult 01.2002 EDK Bern 06.2000 Eaquals/Alte			2000	2000	
Total Switzerland	9400	14000	15250	25415	30000

Status: In March 2001 the Swiss Conference of Cantonal Ministers of Education (EDK) passed a resolution recommending the wide implementation of the ELP in all sectors of the Swiss educational system; - in March 2004 it agreed on a comprehensive implementation strategy (Enseignement des langues à l'école obligatoire; strategie et programme de travail pour la coordination à l'échelle nationale). The ELP is one of the six main components of the strategy and programme agreed. In a number of Swiss Cantons popular referendums against the introduction of a second language at the elementary level (a key component of the above national strategy) have since been launched.

 Support measures: Coordination groups at the national and regional levels, cantonal project leaders; Website: www.protfoliolangues.ch   A user guide included in the individual ELP files; Teacher guides to be published for the model 01.2000 in winter 04 and for the secondary 1 model in summer 2005; Information and training courses for language teachers and multipliers.

Additional information: Piloting the ELP model for the secondary I sector includes experimenting with descriptors developed and tested for the specific target group and their teachers as level reference and evaluation support.

Studies and publications: Germana D'Alessio, Marta Worni, Gé Stocks: Final report "Valutazione del Progetto Portfolio Europeo delle Lingue", 2003 Evaluation report on a pilot project conducted in vocationally oriented schools of the Swiss canton of Ticino. The project was officially backed by decision number 54 of the "Consiglio di Stato" dell Ticino, 17 April 2001 and the use of the ELP was declared compulsory for all final classes.

Turkey

Numbers of learners in Turkey with an ELP					06 07 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary Pilot version 6-11				150	300
Secondary I Pilot version* 11-14				300	500
Secondary II 19.2001 47.2003* 15-18			500	750	1500
Adult 56.2004**					7500
Total Turkey	All		500	1200	9800

Status: * Projects of the Ministry of Education, Board of Education for secondary education ** Ankara University, TÖMER for adult education

Support measures: The National Education Foundation and Ankara University TÖMER will publish the ELP models and will financially support the teacher training seminars, conferences and other academic activities.

United Kingdom

Numbers of learners in the UK with an ELP					25 06 04
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary 08.2001* 5-11 41.2003 Total primary		6000	4200		
Secondary II 09.2001**			360		
Vocationally oriented 09.2001 CILT Total vocational			7900	1800***	
Adult education 09.2001 CILT Total adult			5600		
University 09.2001 CILT			2220		
Total UK		6000	20280	1800	

Empty boxes = information gap

* A sale of 10,000 copies was negotiated with a language school consortium in Greece in 2003.
This ELP model has furthermore been produced under license in Italy and Bulgaria.
** Also used in Bulgaria by the European Centre for Education and Training.
*** Distribution to educational sectors not known.

Reports:
- CILT survey March 2004: Evaluation of the European Language Portfolio for adults and vocational purposes: results and recommendations

- Nuffield evaluation: Southampton University has been leading a Nuffield-funded evaluation project, in which eleven institutions trialled the ELP between September 2003 and January 2004. The results of the pilots were presented at a meeting at CILT on 9 February 2004. The final evaluation report will be published shortly.
Extract from the recommendations:

Short term
Create simple user guidelines, which highlight the benefits of the ELP and suggest different approaches to completing the document.
Approach CoE and ECML expert panel for examples of ELPs being used in job searches.
Research the use of ELPs by speakers of community languages.

Medium term
Revise checklists to show clear correlation with CEF can-do statements, paying particular attention initially to lower levels (as this is where there is most demand).
Create a downloadable (PDF) version, to be used as a supplement to the hard copy.

Long term
Identify how intercultural components might be better integrated into the ELP.
Develop 'Good Practice Guide' for teachers/trainers.

International Non-Governmental-Organisations

CERCLES

Numbers of learners with a CERCLES ELP					
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Higher education 29.2002					
Total CERCLES					

Empty boxes = information gap

Eaquals/Alte

Numbers of learners with and Eaquals/Alte ELP					
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Adult 06.2000 Total adult			5600		
Total UK		6000	20280	1800	

Empty boxes = information gap

Status: The model is available to all member organisations of Eaquals. Additional information: The Equals/Alte ELP model has been translated in a number of different languages.

European Language Council

Comment [MSOffice2]:

Numbers of learners with and European Language Council ELP					
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Higher education 35.2002 35.2002-DE 35.2002-DK			100	1300	1300
Total ELC			100	1300	1300

Status: Universities enjoy autonomy and independence and so does each faculty, department and professor.

The ELP is mentioned in the recommendations of the Thematic Network Projects in the Area of Languages I and II (1996–1999 and 2000–2003), carried out under the auspices of the Socrates-Erasmus Programme of the European Union.

Studies, articles, publications:

Forster Vosicki, Brigitte (2004) : Europäisches Sprachenportfolio und UNIcert, In : Eggensperger K.-H. Fischer J. (eds.) : Handbuch UNICERT 2. Bochum : AKS Verlag, à paraître

"Standards – Unicert und die Stufen des Gemeinsamen europäischen Referenzrahmens", co-animation de l'atelier avec B. Voss et J. Fischer, 23. Arbeitstagung des Arbeitskreises der Sprachenzentren, Sprachlehrinstitute und Fremdspracheninstitute - AKS, 28 – 28 February 2004, Universität Potsdam, Germany

"Kursbezogene Arbeit mit dem Europäischen Sprachenportfolio für Universitäten", Pre-conference workshop, 23. Arbeitstagung des Arbeitskreises der Sprachenzentren, Sprachlehrinstitute und Fremdspracheninstitute - AKS, 26 -28 February 2004, Universität Potsdam, Germany

"Introduction et utilisation du PEL au Centre de langues de l'Université de Lausanne", exposé lors du séminaire de rentrée de SPIRAL pour les 3 universités de Strasbourg, 30 September 2003, Strasbourg, France

Portfolio und Zertifizierung", lors du colloque 'Mehrsprachige Universitäten und Hochschulen – Praxis und Standards', animation d'un atelier et rédaction d'un rapport, 19-20 September 2003, Université de Fribourg, Switzerland

"How to work with the CEL/ELC's European Language Portfolio (ELP) for the higher education sector", pre-conference workshop, 4e conférence du Conseil européen pour les Langues (ELC/CEL), 26-28 June 2003, Aarhus School of Business, Denmark

"Einführung in das Europäische Sprachenportfolio", exposé, Sprachenzentrum Universität/ETH Zürich, 5 June 2003, Zürich, Suisse

"Travailler avec le Portfolio européen des langues (PEL) pour le secteur de l'éducation supérieure", journée de formation pour enseignant(e)s, 17 May 2003, Centre de langues UNIL, Lausanne, Switzerland

"Le Portfolio Européen des langues : un outil pour l'enseignement supérieur", exposé, journées d'études 'Les langues dans l'enseignement supérieur', 4-5 April 2003, Université Charles-de-Gaulle, Lille 3, France

'The European Language Portfolio of the ELC', dans le cadre du workshop European Language Policy and Implementation, 6-7 December 2002, Freie Universität Berlin, Germany

'Transparency and international comparability in languages : the role of the Common European Framework of Reference for Languages and the European Language Portfolio can play', dans le cadre du TNP 2, sous–groupe New Learning Environments, 6-7 June 2002, Copenhague, Denmark

'Validation, recognition, assessment and certification of linguistic skills, competences, knowledge and intercultural competence – the role of the European Language Portfolio', dans le cadre du European University Language Policy Interest Group de l'ELC, 3-4 May 2002, Lausanne, Switzerland

"Un Portfolio de langues pour les universités", dans le cadre de l'atelier : Université et politique linguistique en Europe; Année européenne des langues, Conférence 2001 "Multilinguisme et nouveaux environnements éducatifs", 28-30 June 2001, Freie Universität Berlin, Germany

"Das Europäische Sprachenportfolio im Hochschulbereich", dans le cadre de l'atelier : Nachweis von Sprachenkenntnissen im europäischen Verbund; 29. Jahrestagung Deutsch als Fremdsprache, Christian-Albrechts-Universität, 24-26 May 2001, Kiel, Germany

"Les objectifs de la formation linguistique universitaire : L'apport du Portfolio européen des langues", lors de l'atelier "Les Hautes Ecoles et la politique linguistique eurpéenne" les 15-16 December 2000, Freie Universität Berlin, Germany

"Le Portfolio européen des langues", VIII Congrès RANACLES : Evaluation et évaluation de l'évaluation, 30 novembre-2 décembre 2000, Université de Nice, France (en tant que représentant de la Division des Politiques linguistiques du Conseil de l'Europe)

"Piloting the European Language Portfolio in the Higher Education Sector in Europe", Sixth CERCLES International Conference – Today's Quality Issues for Language Centers", 14-16 September 2000, Anvers, Belgium

Appendix A

Implementing the European Language Portfolio, 2001 – 2004:
the role of the European seminars

David Little, Coordinator European ELP seminars

Introduction

The ELP was first launched in 1997, not as a product but as a general concept explored in a collection of working papers (Council for Cultural Cooperation 1997). It thus fell to the pilot projects, undertaken between 1998 and 2000 in 15 Council of Europe member states and by 3 INGOs, to work out what an ELP should look like and how it should be used. Between them the pilot projects covered all educational domains: primary, lower secondary, upper secondary, vocational, university, adult; and by the end of 2000 at least one ELP had been designed and piloted in each domain. Twice-yearly seminars for pilot project leaders played an essential role in the developmental process, allowing ideas and experience to be shared and common challenges to be confronted.

By the time we moved into the first phase of large-scale ELP implementation (2001–04), it was clear that designing, piloting and implementing an ELP is a complex business. Accordingly, this implementation phase would depend no less than the pilot phase on the regular exchange of ideas and experience. Fortunately, the educational authorities of Portugal, Italy, Luxembourg, Turkey and Spain generously undertook to host European seminars for this purpose. Perhaps the best way of charting the progress of the ELP at a European level over the past three years is by reviewing the topics presented and explored at these seminars, which provided a regular opportunity to report on the working of the European Validation Committee, inform participants on various aspects of ELP design and implementation, and consult with them about issues of common concern.

Coimbra, June 2001

At the first European ELP seminar a large number of national representatives would encounter the ELP for the first time, which meant that the main focus of the programme was on informing and sharing experience to date. Five ELP models were presented, from Switzerland (adolescents and adults), France (primary school learners), Ireland (lower and upper secondary), Portugal (upper secondary), and the United Kingdom (VOLL). Participants then divided into working groups in order to consider the principal challenges they would face in designing an ELP, implementing it in the classroom, and disseminating it on a large scale. Among the many issues discussed in Coimbra, three have regularly arisen at subsequent seminars: the need to prepare teachers to work the with ELP, the sometimes problematic relation between the ELP and national curricula, and the difficulty of securing adequate financial resources. The Coimbra seminar also recognized the need for ELP projects to report regularly to the rapporteur général in order to maintain an up-to-date overview of progress across Europe.

Turin, April 2002

The second European seminar unveiled two new developments: the guide for ELP developers (Schneider and Lenz 2001) and guidelines for the submission of ELPs, which the Validation Committee had approved as a means of facilitating the validation process. In addition participants were given a preview of nine brief accounts of the ELP in use (Little 2003). The Turin programme also included presentations of ELP projects in Italy, Hungary and Ireland, and group discussion further explored the challenges of ELP design, implementation and dissemination. Consideration was given to the ELP's pedagogical function, paying particular attention to reflective learning and self-assessment. Reports of ELP-related teacher training undertaken in Italy, Finland and Switzerland led into a discussion of issues related to language teaching and teacher training, including the organization of teacher training at national and European levels. (It is worth noting here that the ECML's new medium-term project, 2004–07, includes a project on preparing teachers to use the ELP.) The concluding session of the Turin seminar again grappled with the logistical problems of monitoring ELP dissemination efficiently and accurately, and the possibility was mentioned of developing "templates" and a bank of descriptors to facilitate ELP design.

Luxembourg, October 2002

The third European ELP seminar began by returning to the idea with which the Turin seminar had concluded. A presentation of the Validation Committee's thinking was followed by group work in the course of which participants each completed a questionnaire designed to measure how much support there was for the development of "templates", a bank of descriptors, and various other aids to ELP design. Participants expressed a strong interest in (i) a bank of descriptors for use in checklists, (ii) sample language biography pages on the intercultural dimension and learning how to learn, and (iii) a passport. There was also some interest in the development of a language passport "template" for younger learners. The second day of the Luxembourg seminar was devoted to exploring the Common European Framework's common reference levels, identifying the characteristics of good descriptors, writing and adapting descriptors, and describing learning competences other than language proficiency. This extended workshop marked an important step forward in collective understanding. The seminar also heard reports on some of the difficulties that had arisen in validating ELPs and the progress of ELP dissemination across Europe. A concluding round table, with participants from Austria, the Czech Republic, Finland, France and Ireland, offered thoughts on the tension between maintaining and expanding the ELP's common core and using it to meet a wide variety of national, regional and local needs.

Istanbul, October 2003

After the Luxembourg seminar the Language Policy Division of the Council of Europe commissioned the following work: the establishment of a bank of language proficiency descriptors, starting with the checklists in the Swiss ELP for adolescents and adults and drawing on checklists in a number of other validated ELPs; the design of a language passport for adults; the design of language passports for primary and lower secondary learners; and the compilation of sample language biography pages on intercultural experience and learning how to learn.

At the Istanbul seminar the passport was broadly welcomed. Since then it has been further revised for inclusion in the European Union's Europass, which citizens of EU member states

will be able to use to record their educational and professional experience and qualifications in a standard format. In the absence of age-appropriate versions of the self-assessment grid it proved impossible to develop language passport "templates" for younger learners. Discussing this difficulty in Istanbul, participants favoured the development of a self-assessment grid for younger learners but did not express strong support for language passport "templates" as such. As in Luxembourg, descriptors and checklists remained an important centre of focus, with a presentation and workshop on the approach to descriptors adopted by the Dutch ELP project. In addition the bank of descriptors commissioned after Luxembourg was unveiled. Experience reports on using the ELP to focus on learning how to learn (Germany/Thuringia) and on intercultural issues in language learning (Italy/Lombardy) led into the presentation of a collection of "templates" (sample ELP pages) on the intercultural dimension and learning how to learn and their exploration in an associated workshop. In addition participants were provided with an overview of the Turkish ELP project. Two issues were identified for discussion at the fifth European ELP seminar, in 2004: the role of the ELP in promoting plurilingualism and the need to develop a new assessment culture that is harmonious with the Common European Framework and accommodates the learner self-assessment that is central to ELP use.

Madrid, September 2004

At the time of writing, the Madrid seminar lies in the future. Like its predecessors, it will seek to combine continuity with innovation. Experience reports will again focus on some of the strategic challenges of ELP implementation, but there will also be a report on electronic ELP initiatives, and presentations, group work and round tables on (i) plurilingualism in language policy and ELP design and (ii) approaches to the assessment of communicative proficiency that are in keeping with the Common European Framework and ELP-driven self-assessment.

Conclusion

In any large-scale, long-term project one of the best measures of what has been achieved is a summary of what remains to be done. At the Istanbul seminar, Joseph Sheils identified the following strategic objectives:

1. *Consolidating initiatives to improve quality control in ELP development and making the validation process more efficient.* This entails (i) making the *Principles and Guidelines* more transparent and revising the application form for validation and the submission guidelines; (ii) continuing to develop validated content; (iii) working towards a more recognizable European dimension through the use of standard terminology, the official languages of the Council of Europe, the ELP logo, and a standard text on the Council of Europe; and (iv) revising the guide for ELP developers.

2. *Further developing of the ELP's common core.* This will entail (i) supporting self-assessment by continuing work on a bank of quality descriptors for use in checklists; (ii) devising a self-profiling tool that ELP owners can use to capture their intercultural experiences and competences; (iii) developing a "junior" self-assessment grid; (iv) finding a way of taking fuller account of mother tongue proficiencies; and (v) encouraging the development of whole-school policies for ELP use.

3. *Extending the reach of the ELP to all 45 member states of the Council of Europe.* In doing so (i) we must aim to avoid unnecessary proliferation of ELP models within

educational sectors and zones; (ii) we must aim for coherence and continuity from one stage of learning to the next; and (iii) we must consider the development of electronic ELPs, especially for older learners.

4. *Promoting and disseminating good practice.* This will entail (i) developing teacher training resources – e.g., updating the general guide for teachers and teacher trainers, creating an approach to teacher training, and commissioning teacher's guides to the CEF and to CEF-related testing and self-assessment; (ii) recording and exchanging good classroom practice via case studies and interaction networks; (iii) promoting the use of the ELP by all language teachers in the same institution.

5. *Using the ELP to promote coherence, transparency and mobility.* This will entail (i) relating examinations to the CEF's common reference levels; (ii) translating the self-assessment grid into *all* languages; and (iii) linking the ELP to lifelong learning initiatives such as the European Union's Europass.

6. *Updating European and national information and co-ordination systems.* This will entail (i) renewing the European Validation Committee from 2005 onwards; (ii) increasing the ELP's European and national visibility; and (iii) promoting more efficient national and local ELP co-ordination.

7. *Monitoring the spread and use of the ELP.* This will entail (i) collecting and analysing the statutory reports that ELP developers are required to submit three years after validation; (ii) gathering ELP implementation reports; (iii) encouraging the empirical evaluation of ELP projects; (iv) monitoring the use of the ELP at key interfaces; and (v) promoting the inclusion of the ELP in national language education policies.

This is an ambitious list, but the fact that it can be compiled at all is an indication of how much has been achieved over the past three years. Even in the nine months since the Istanbul seminar there has been progress on a number of fronts, as the programme for Madrid confirms. Clearly there is no room for complacency: much remains to be done, and resources (human as well as financial) are always limited, whether on an international, a national, a regional or a local level. Nevertheless the progress reflected in the programmes of successive European ELP seminars gives grounds for cautious optimism.

References

Council for Cultural Cooperation 1997: *European Language Portfolio: proposals for development.* With contributions by I. Christ, F. Debyser, A. Dobson, R. Schärer, G. Schneider/B. North and J. Trim. Strasbourg: Council of Europe.

Little, D. (ed.), 2003: *The European Language Portfolio in use: nine examples.* Strasbourg: Council of Europe (http://www.coe.int/portfolio).

Schneider, G. and P. Lenz, 2001: *European Language Portfolio: guide for developers.* Strasbourg: Council of Europe (http://www.coe.int/portfolio).

Appendix B

The ELP Validation Committee: Activity report 2001-2004

Francis Goullier, Vice-Chair of the ELP Validation Committee

The main task of the EVC is to check that *European Language Portfolios (ELP)* submitted for validation comply with the *Principles and Guidelines* adopted by the Education Committee.

The EVC is made up of representatives of nine member states, appointed by the Education Committee, who are assisted by four experts representing NGOs or other bodies working in the fields of adult education, higher education and language training for migrants. The meetings of the Validation Committee are prepared by the *Language Policy Division* and the Committee's Bureau, which comprises its chair, vice-chair and two representatives of member states. The Bureau has often been enlarged in order to benefit from consultants' expertise.

During its first two terms of office (2000-2002; 2002-2004), the EVC met nine times, examining around 80 ELP models and validating 64 of them. It also held two extraordinary meetings in 2002 and 2003 to deal with important issues that had arisen during discussions on the models submitted for validation and to clarify the texts governing the way the Committee functions and the procedures for validating ELP models, in particular the *Principles and Guidelines*.

The EVC's operational procedures and the procedures for submitting new models are set out in a document entitled "*Rules for the accreditation of ELP models*". This document, along with the *Principles and Guidelines* (with explanatory notes), *Guidelines for the submission of ELP models for validation*, an application form for validation and the dates of meetings of the *Validation Committee* are available on the Council of Europe's website (www.coe.int/portfolio).

In accordance with its terms of reference, the *EVC* has taken care to clearly state its reasons for any refusal to validate a new ELP model in order to help the designers make the necessary adjustments. It has also frequently made recommendations to encourage designers to improve their models and enable them to benefit from the experience acquired since the beginning of the project and the progress made by previously validated ELPs.

In addition to its task of validating ELP models, the Committee acts as adviser to the *Language Policy Division*, a role that became essential with the demise of the *Modern Languages Project Group*. The Committee has constantly assisted the *Language Policy Division* in running the *European Language Portfolio,* coping with difficulties that have come to light regarding the design, introduction, or use of specific models or ELP models in general, and in making appropriate decisions concerning the development of the ELP, in particular with regard to other European organisations.

Furthermore, the *EVC* has naturally developed its activities in two other directions:

a)   It has actively participated in preparing and conducting regular seminars at which representatives of all the member states meet to discuss the ELP. In this context, its most important task has been to familiarise the contact persons from the member states with the observations and reflections of the *Validation Committee,* draw their attention to improvements made in validated ELP models, and discuss possible future developments.

b)   It has taken initiatives to maintain a balance between the European character of the ELP and the noted trend towards a proliferation of ELP models, and to ensure that each model attains the required quality: it supports the move to make a bank of descriptors for self-assessment available to all designers along with particularly successful pages from various validated models, especially pages on intercultural education and "learning to learning"; it recommends the use of a standard *Language Passport* for all adults; it studies possible mock-ups of ELPs that can be used directly by future designers.

Finally, under its terms of reference, the *EVC* is required to answer any requests from member states or organisations for help with designing ELP models. The Committee's limited human resources and the difficulties naturally attached to such an activity have prevented it from significantly increasing this aid. In order to meet the needs of ELP designers, a great effort has been made to improve communication and provide explanations, particularly at seminars attended by representatives of member states.

Given the major role that the EVC has played in the ELP project as a whole, reaching well beyond its official function as a validation committee and adviser to ELP designers, as it nears the end of its present mandate thought should be given to the future of the ELP and the structures needed to enable it to function at institutional, local, regional, national and European level. In particular, consideration should be given to the role of the *EVC* in this context and, if appropriate, its terms of reference should be amended.

Appendix C

Overview of validated and non-validated ELP models according to educational sectors

ELP models for young learners - overview July 2004

Validation	Country/Region	Publisher printed versions	copies printed price	Electronic versions	Electronic support
02.2000	France	Editions Didier www.editionsdidier.com	8000 vemdu 09 03		
08.2000	Uhited Kingdom	CILT	4200 till 09 03 10000 to Greece	www.nacel.org downloadable April 2002-March 2003 5707 visits (viewed and possibly downloaded)	NACEL National advisory Centre on Early Language learning
11.2001 (rev. 2004)	Ireland	Integrate Ireland Language and Training www.iilt.ie	15500 free	Downloadable as PDF files	
16.2001	Hungary	Publisher NODUS	5000 € 4.00		
22.2001	Czech Republic	FRAUS k.s. e-mail: info@fraus.cz	3000 60 CzCr		Basic information on Ministry web site Teacher support website being under developed
26.2002	Italy Piemonte	DE AGOSTINI Milano 2004 e-mail: gianni.guerrieri@petrini.it	50000 € 7.50	www.centrodlc.it 62 Self-assessment checklists to download www.istruzione.it	www.centrodlc.it/frame/documenti/portfolio/6 Extract of the teachers' guide Presentation of the ELP model 62 Self-assessment checklists to download www.istruzione.it/argomenti/portfolio/piemonte.shtml National Ministry of Education presentation of the model and address for orders
28.2002	Russian Federation	Moscow State Linguistic University 38, Ostozhenka, Moscow 119992, Russia e-mail: Shleg@linguanet.re	27500 € 2.00		
32.2002	Germany Thüringen	Ministry of Education of Thuringia e-mail: gtaenzer@tkm.thueringen.de	15500 € 6.00	Online test version autumn 2004 Online version ready in spring 2005 Online TT training from January 2005	Monitoring implementation process using electronic questionnaires
33.2002	Netherlands	Babylon, Tilburg University e-mail: info@taalportfolio.com	2600	For children downloadable and updated through www.taalportfolio.com For teachers downloadable and updated through www.taalportfolio.com	Research focus at Tilburg University: www.taalportfolio.com Burst 2003: LP intranet version in a digital environment at primary schools Willems 2004: exploring the synergy internet work and paper versions of the Dutch primary school LP

Validation	Country/Region	Publisher printed versions for young learners	printed	price	Electronic versions	Electronic support
			copies			
38.2003	Belgium French speaking community	Centre Technique et Pédagogique de l'enseignement de la Communauté francaise, Rte de Bavay 70, B-7080 Frameries For "ex-state" schools : AGERS, rue du Commerce 68A, B-1040 Brussels	12750	€ 2.40	PEL accessible sur le site : www.cfwb.bel2001	
41.2003	Northern Ireland	Southern Education and Library Board 3 Charlemont Pl., Armagh, Northern Ireland	300		Online availability	
49.2003	Italy Loescher	Loescher Editore Via Vittorio Anedeo II 18, 10121 Turin, Italy e-mail: rbotrini@loescher.it lcavaleri@loescher.it	5000	€ 6.00	www.loescher.it/portfolio PDF downloadable sections of ELP parts provided in different languages	www.loescher.it/portfolio General information on aims of the ELP Specific information on the three models developed by Loescher
50.2003	Spain 3-7	Ministerio de Educacion, Cultura y Deporte Paseo del Prado 28, 28014 Madrid, Spain	10000			
51.2003	Spain 8-12	Ministerio de Educacion, Cultura y Deporte Paseo del Prado 28, 28014 Madrid, Spain	20000			
53.2003 (08.2001)	Bulgaria	European Centre for Education and Training, Sofia, Bulgaria e-mail: ecet@ecet.bg	5000			
60.2004	Sweden	Small edition for seminars and exhibitions Guidelines for schools	5000		www.skolutverckling.se electronic version for downloading interactive electronic ELP in preparation	The Swedish National Agency for School Improvement e-mail: skolutveckling@skolutveckling.se
Pilot version	Armenia 6-10					
Pilot version	Denmark	Ministry of Education and the Amtscentret for Undervisning e-mail: eva@ackbh.dk	15000			Electronic network for the dissemination of information and of documents to schools and teachers using the existing Amtscentret net
Pilot version	Finland 9-12				Downloadable www.uta.fi/laitokset/okl/tok/eks	
Pilot version	Germany Brandenburg	Technik Verlag, Dresdener Straße 26, 10999 Berlin T. 030-616 602 22 –	900			

Validation	Country/Region	Publisher printed versions for young learners	copies printed	price	Electronic versions	Electronic support
Pilot version	Germany Hessen	www.kultusministerium.hessen.de Verlagsgruppe Bildungshaus Schroedel/Diesterweg		€ 7.50/5	downloadable www.foxus.de/ps/sprachenportfolio/	Hessisches Kultusministterium
Pilot version	Germany Mecklenb/Vorp.	www.bildung-mv.de/download/rahmenplaene/fremdsprachenpass-umschlag.pdf www.bildung-mv.de/download/rahmenplaene/fremdsprachenpass-inhalt.pdf				
Pilot version	Germany Niedersachsen	http://www.grundschule-englisch.de/pdf/lehrermat_portfolio.pdf				
In preparation	Germany Bremen					
In preparation	Germany NRW					
In preparation	Germany Rheinl./Pfalz					
In preparation	Greece					
In preparation	Norway					
In preparation	Rumania					
Pilot version	Slovenia					
In preparation	Switzerland					
Planned	Turkey					

ELP models secondary I		Overview July 2004			
Validation	Country/Region	Publisher printed versions		Electronic versions	Electronic support
			copies printed price		
04.2000	Germany NRW	Verlag für Schule und Weiterbildung, DruckVerlag Kettler GmbH, Robert-Bosch-Straße 14, D-59199 Böbnen www.Verlag-fuer-Schule.de	35000 € 6-00		Online information space: www.learn-line.nrw.de/angebote/portfolio State-wide experimentation: www.learn-line.nrw.de/angebote/egs/info/portfolio/index.html
07.2000	Czech Republic	FORTUNA, Jungmannova 7, 110 00 Prag e-mail: mailto:odbyt@fortuna.cz	24000 CzCr 115		Basic information on Ministry web site Teacher support website under development
10.2001	Ireland 12-18	Authentik, Dublin	4000 € 15.00		
12.2001 (rev. 2004)	Ireland 12-18	Integrate Ireland Language and Training Language of the host country	2000 € 9.65	downloadable	Information under www.tcd.ie/clcs or www.authentik.ie
15.2001	Hungary 13-18	Publisher NODUS	5000 € 4.00		
20.2001	Portugal	LISMA Portugal e-mail: khp@lisma.biz	5000 € 6.50		
25.2002	Italy Umbria	Paravia Bruno Mondadori – LANG Edizione Milano Via Archimede 23, 20129 Milano, Italy Photocopied estimated number	25500 € 6.00 12000	Electronic version is in preparation	
30.2002	Italy Lombardia	Rizzioli Corriere della Sera / La Nuova Italia/ Oxford University Press e-mail: ufficiommerciale.scuola@rcs.it Regional addresses for orders see: www.lanuovaitalia.it	45000 € 6.00		2003 online training course: 150 teachers 2004 2 online training courses: 278 teachers 2004 second level course with forum: 150 teachers More info: www.garamond.it under Catalogo corsi Electronic questionnaire for teachers, learners and parents
31.2002	Russian Federation	Moscow State Linguistic University 38 Ostozhenka, Moscow 119992, Russia e-mail: shleg@linguanet.ru	26000 € 2.50		
32.2002b	Germany Thüringen	Ministry of Education of Thuringia e-mail: gaenzer@tkm.thueringen.de	15500 € 6.00	Online test version as from autumn 2004 Online version planned for Spring 2005 Online TT starting in January 2005	Monitoring of implementation process using electronic questionnaires
34.2002a	The Nederlands	SLO e-mail: d.meijer@slo.nl		www.europeestaalportfolio.nl Interactive electronic version	www.taalportfolio.nl

Validation	Country/Region	Publisher printed versions Secondary I			Electronic versions	Electronic support
			printed	copies price		
38.2003	Belgium French-speaking community	Centre Technique et Pédagogique de l'enseignement de la Communauté francaise, Rte de Bavay 70, B-7080 Frameries For "ex-state" schools : AGERS, rue du Commerce 68A, B-1040 Brussels	60000	€ 2.40	www.cfwb.bel2001 PEL accessible sur le site :	
42.2003	Slovak Rep.	Ministère de l'éducation slovaque Stromova 1, 813 30 Bratislava, Slovaquie				
43.2003	Greece	Edition Eiffel, 7 rue Kipoupoleos, 12461 Haidari, Athens, Greece	5000	€ 12.00		
44.2003	France	ENS, 69366 Lyon CIEP, 92318 Sèvres e-mail: tagliante@ciep.fr				
46.2003	Germany Hamburg	Verlag Schroedel-Diesterweg	20000			
52.2003	Spain 12-18	Spanish Ministry of Education, Culture and Sports Paseo del Prado 28, 28014 Madrid, Spain	20000			
57.2004	Slovenia	Ministry of Education, Science and Sport Kotnikova 38, 1000 Ljubljana, Slovenia e-mail: zdravka.godunc@gov.si	6200	free		
58.2004	Austria	Leykam Buchverlag, Stempfergasse 3, 8010 Graz Austria	10500	€ 11.00		Österreichisches Sprachen-Kompetenz-Zentrum Hans-Sachs-Gasse 3/1, A-8010 Graz, Austria www.sprachen.ac.at/esp
61.2004	Sweden	The Swedish Agency for School Improvement e-mail: skolutveckling@skolutveckling.se			www.skolutveckling.se Electronic version for downloading Interactive electronic version in preparation	
62.2004	Poland	CODN Centre National de Formation Continue des Enseignants Aleje Ujazdowskie 28, PL-00-478 Warszawa, Poland e-mail : codn@codn.edu.pl	10000		www.codn.edu.pl Downloadable as from 2004/2005	www.codn.edu.pl

Validation	Country/Region	Publisher printed versions Secondary I	copies printed price	Electronic versions	Electronic support
63.2004	Austria	CERNET Auerspergstr. 15/22, A-1080 Wien	750	Electronic version is in preparation	www.cernet.at So far short general information available Detailed information as from autumn 04
Planned	Armenia				
Planned	Croatia				
Pilot version	Cyprus				
In preparation	Estonia	Ministry of Education and Science tonu.tender@hm.ee			
Pilot version	Finland	University of Tampere, Finland Department of Teacher Education e-mail: kohonen@uta.fi		www.uta.fi/laitakset/okl/tokl/eks downloadable	
Pilot version accreditation not foreseen	Germany Mecklenb/Vorp	LISA, z. Hd. Dr. Arnold, Ellerried 5, 19061 Schwerin			
Pilot version	Iceland	Ministrty of Educastion, Science and Culture, 150 Reykjavik, Iceland			
Pilot version	Moldova				
Pilot version	Switzerland	Schulverlag blmv. AG e-mail: hans.jensen@schulverlag.ch	9750 CHF 4.00	www.portfoliolangues.ch All forms downloadable	www.portfoliolangues.ch Info and news letter

ELP models secondary II				Overview July 2004	
Validation	Country/Region	Publisher printed versions	copies printed price	Electronic versions	Electronic support
01.2000	Switzerland	Schulverlag Bern www.schulverlag.ch e-mail: info@schulverlag.ch	100000 CHF 12.80	www.portfoliolangues.ch forms downloadable in G, F, I, E, Rhäto-R.	www.portfoliolangues.ch general ELP information and newsletter
03.2000	Russian Federation	Moscow State Linguistic University 38 Ostozhenka, Moscow 119992, Russia e-mail: shleg@linguanet.ru	25000 € 4.50		
05.2000 vocational	France	Editions Didier www.editonsdidier.com			
18.2001 vocational	Netherlands	Be Raad		www.trefpunttalen.nl Downloadable	
19.2001 vocational	Sweden	Ministry of Education	5000 SEK 80		
21.2001	Portugal	LISMA Portugal e-mail: khp@lizma.biz	2000 € 7.50		
23.2001	Czech Republic	Scientia spol.s.r.o. Radimova 37/50 16900 Prag 6-Brevnov e-mail: obchod@scientia.cz	6400 100CZ Cr		Web site of the Ministry of Education
24.2001	Austria	Digidruck Vienna Cover and passport printed Checklists photocopied	4100 € 7.00	http://www.pib-wien.ac.at/content/more/ topnavstart/index.htm Cover, biography and checklists downloadable	
32.2202c	Germany Thüringen	Ministry of Education of Thuringia e-mail: gaenzer@tkm.thueringen.de	20500 € 6.00	Online test version as from autumn 2004 Online version planned for Spring 2005 Online TT starting in January 2005	Monitoring of implementation process using electronic questionnaires
34.2002b	Netherlands	SLO e-mail: D.Meijer@slo.nl		www.europeestaalportfolio.nl Interactive electronic version	www.taalportfolio.nl
39.2003	Belgium French sp. community	Centre Technique et Pédagogique de l'enseignement de la Communauté francaise Rt. De Bavay 70, B-7080 Frameries For ex-état schools : AGERS, rue du Commerce 68A, B-1040 Brussels	43500 € 2.40	www.cfwb.be/ael2001 PEL accessible sur le site:	
45.2003	Georgia				

| Validation	Country/Region	Publisher printed versions Secondary II			Electronic versions	Electronic support
			printed	copies price		
47.2003	Turkey					
48.2003 vocational	Bulgarian-BG English-EN French-FR German-DE Italian-IT	Sofia University with partners in five European countries For learners in different vocational sectors				
52.2003	Spain 12-18	Ministry of Education				
54.2003	Italy Piemonte					
64.2004	Italy Puglia	Ministerio dell'istruzione, dell'unversità e della ricerca, Ufizio Scolastico Regionale per la Puglia Via Castromediano 123, I-70126 Bari				
Pilot version	Bulgaria SCALA 2	Section bulgare de l'association Européen des Enseignants et al.				
Pilot version	Iceland	Ministry of Education, Science and Culture, 150 Reykjavik, Iceland				

ELP models: Higher education and adult versions		Overview July 2004			
Validation	Country/Region	Publisher printed versions	copies printed price	Electronic versions	Electronic support
Higher education					
27.2002	Russian Federation	For language teachers, translators and interpreters			
29.2002	CERCLES	For learners in higher education			
35.2002 35.2002-DE 35.2002-DK	ELC	For learners in higher education			
40.2003	Italy Calabria	For learners in higher education			
56.2004	Turkey	Ankara University, model for adult learners			
Pilot version	Bulgaria	New Bulgarian University Pedagogical Portfolio for language teachers			
Pilot version	Turkey	Istanbul University, model for adult learners			
Adult					
09.2001	UK				
06.2000	Alte/Eaquals			Electronically deliverable version in preparation	
13.2001a	Ireland	For newly arrived immigrants			
13.2001.b	Ireland	For immigrants who have spent time in I.			
14.2001	Ireland	Immigrants preparing for mainstream vocational education and employment			
17.2001	Hungary				
36.2002	Netherlands	For adult second language learners			
37.2002	Milestone	For learners of the host community lang.			
55.2004	Czech Republic	Ministry of Education, Youth and Sport Karmelitska 7, CZ- 118 12 Prag			
59.2004	Spain	Ministério de Educacion, Cultura y Deporte Subdirection General de Progr Europeos paseo del Prado 28, E-28014 Madrid			
Pilot version	Greece	QLS, Aristotelous 44, Volos 38333, Greece			

Appendix D

Draft: Europass – Language Passport

The *Language Passport* is part of the European Language Portfolio and will be included in the *Europass* developped by the European Commission. Links will be established to the Council of Europe website for the ELP, as well as to national and regional websites.
The document as presented hereafter has not yet been officially approved.
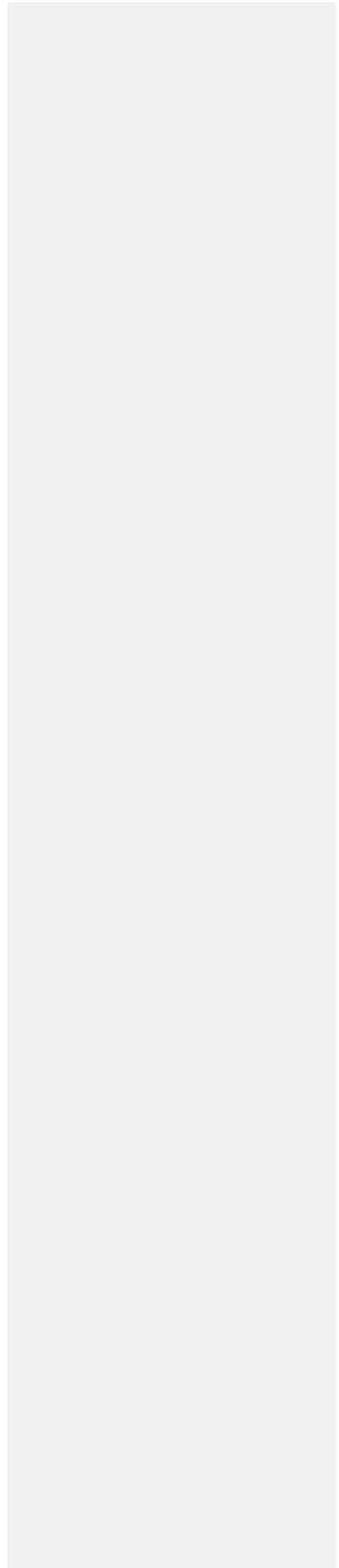
EUROPASS LANGUAGE PROFILE

Part of the European Language Portfolio and the Common European Framework of
Reference for Languages (CEFR) developed by the Council of Europe

SURNAME(S) First name(s)

Date of birth (*)

Mother tongue(s)

Other language(s)

LANGUAGE

Self-assessment of language skills (**)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	

European level

Diploma(s) or certificate(s) (*)

Title of diploma or certificate	*Awarding body*	*Year*	*European level* (***)

Description	*From*	*To*

LANGUAGE

Self-assessment of language skills (**)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	

European level

Diploma(s) or certificate(s) (*)

Title of diploma or certificate	*Awarding body*	*Year*	*European level* (***)

Linguistic experience(s) (*)

Description	*From*	*To*

LANGUAGE

Self-assessment of language skills (**)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	

European level

Diploma(s) or certificate(s) (*)

Title of diploma or certificate	*Awarding body*	*Year*	*European level* (***)

Linguistic experience(s) (*)

Description	*From*	*To*

(*) Headings marked with an asterisk are optional (**) See Self-assessment grid on reverse (***) CEF level if specified on the original certificate or diploma

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Explanatory note

part ofEuropean

The Europass Language Profile is part of the Europass, a service coordinated by the European Commission which helps citizens to communicate their qualifications and competences. The Europass portal (www.europass.xyz includes directions on how to complete your personal Language Profile as well as some examples.

The Europass Language Profile is European Language Portfolio, and uses the 6 proficiency levels of the Common European work of or Languages record the level of language competence achieved in a standardised and uniform format (click here to see the full scale). For more information see: www.coe.int/portfolio

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European levels – Self-assessment grid

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

: Common European Framework of Reference for Languages (CEF)

First