



EUROPEAN LANGUAGE PORTFOLIO: INTERIM REPORT 2006

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European Language Portfolio: Interim Report 2006

Executive Summary

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Executive Summary

The pedagogic value of the ELP when used appropriately has been established: there is evidence that the ELP can foster plurilingualism and that it has a positive impact on learning processes and learning outcomes.

Over 2,5 Million learners have received and worked with an ELP more or less intensively for shorter or longer periods. 84 ELP models were validated by the end of 2006.

The common principles inspire and stimulate development, and a substantial body of know-how has been building up. Experience is growing and spreading among language professionals.

This interim report is leading up to the final report for the present ELP project period 2004-2008 and relates discernible results to declared goals and principles. It reviews the effects noted and challenges encountered following the ELP project period 2001-2004¹.

As in the past, the projects reported vary considerably in terms of their objectives, organisation, time horizons and their stages of development.

While ELP models are still being designed, piloted and prepared for validation, the focus of interest has shifted to implementation, meaning the positioning of the ELP in the everyday learning and teaching routine of educational systems.

It was always anticipated that the ELP development and implementation would depend on the elaboration of complex networks involving the Council of Europe, ministries, institutions, teachers, learners and other stakeholders. But the networks actually in place are in many ways more complex than anticipated and continue to develop in diverse directions.

As a European project the ELP is shaped by three sets of common principles:

- The first set recognises the importance of achieving unity in diversity and so proceeds via recommendations, the provision of descriptive guidance, and validation/accreditation.
- The second set of principles, which also shaped the development of the Common European Framework of Reference for Languages (CEFR:) comprises transparency, coherence and dialogue
- The third set comprises the five principles of the ELP 1) learner ownership 2) positive focus 3) recognition of all learning 4) life-long perspective 5) a common framework. (three constituent parts).

Reports, research findings, formal and informal feedback from a range of projects confirm that when used appropriately

- a) the ELP has a positive impact on learning processes and on learning outcomes;
- b) the ELP stimulates change and fosters desirable qualitative development;
- c) the ELP is an innovative tool and as such is a challenge to traditional practices.

These predominantly positive outcomes, however, do not in themselves lead to widespread implementation.

¹ ELP Consolidated report project period 2001-2004 DGIV/EDU/LANG (2004) 6 – Final
ELP Draft Interim Report 2005 DGIV/EDU/LANG (2006) 5

Implementation is a complex venture involving different groups of stakeholders:

- a. direct actors: learners, teachers, teacher trainers, school principals;
- b. providers: educational institutions, educational authorities;
- c. political bodies: CoE, national and regional Ministries and Parliaments;
- d. end-users: society, parents, employers.

Their objectives, priorities and success criteria vary, are often competing and at best compatible, yet the reported outcomes seem to fall into a hierarchy:

- individuals derive personal educational benefits through the use of the ELP
- the ELP helps learner groups to cooperate and enrich their learning environment
- the ELP helps whole schools to co-ordinate activities and promote quality
- a generalised use in whole systems helps increase transparency and coherence, motivation and a culture of dialogue

The scope of implementation is an important determinant of feasible benefits.

To create an implementation-friendly environment many variables have to be taken into account and brought into harmony, e.g.

- Intentions and political will
- Context, goals, scope
- Structure, resources, accountability
- Priorities, time frame, expected outcome

An increasing number of examples of strategies in use illustrate the extent to which a reasonable balance of often competing variables can influence implementation.

To reap the full benefits of ELP implementation a critical mass in use is needed.

A concerted effort to double ELPs in use over each of the next five academic years would bring the total annual numbers in use to 10 Million, a first common benchmark of critical mass and widespread implementation.

This target might seem over ambitious today but is within reach considering

- the awareness that language is a fundamental human competence, a key to self-awareness and identity, a prerequisite for social integration; hence a primary educational goal
- the reported intensification of ELP-related teacher training and support
- the insights gained through experience and research
- the potential of electronic applications under development
- progress and strategies reported for key implementation projects
- the ongoing development of ELP models and the related intentions and plans declared in validation application documentation.

This on condition that:

- 1 Political and operational support and guidance will be sustained and wherever possible broadened;
- 2 The integrity of concepts, principles and applications are defended by the CoE, the member states and educational institutions;
- 3 That the common wealth of know-how and experience is put to good use, that it is collected and shared.

About this report

The purpose of this report is

- to take stock of ongoing ELP implementation and the development process
- to identify discernible effects and challenges
- to relate effects and outcomes to the declared goals and principles

This interim report may be considered a preview of the final report and, as such, a tool to help increase the pertinence and reliability of information to be collected, selected and presented at the end of the present project phase.

Sources of information include

- structured annual reports from national ELP contact persons
- structured annual reports from INGO ELP contact persons
- informal reports of leaders of regional or institutional ELP implementation projects
- presentations, show-and-tell sessions, informal feedback at annual ELP seminars
- IMPEL project: implementation reports presented at the ECML in Graz
- visits to schools
- participation and visits to ELP teacher-training, introduction and support events
- studies and reports from practising teachers and teacher trainers
- PhD dissertations and academic studies
- articles in professional journals and publications
- Web-platforms: national, regional, institutional
- questions and feedback generated through consultancy
- formal and informal reactions from employers
- related projects of publishers and material developers
- related projects of assessment and test specialists
- related projects of learning-to-learn development
- related projects of intercultural competence development
- related projects of the Language Policy Division (CEFR, Country Profiles, etc.)
- related projects at the European Centre for Modern Languages (ECML)
- related EU projects (Europass, EU sponsorship, etc.)

Information reported is representative but not comprehensive

The reasons include:

- implementation is a dynamic process; experience and insights are continuously growing
- the implementation process is decentralised and as such not ideally covered by existing reporting structures
- information is collected in many languages; hence some sources are not easily accessible
- project reporting schedules rarely coincide with central reporting requirements

The selection criteria for this report were

- to focus on key issues directly affecting the implementation process

- to reduce complexity without betraying the wealth of information available
- to select pertinent examples to illustrate progress and challenges

The following grid has been used to analyse and focus information received:

Only three of the many possible interrelated combinations have been followed up in this report:

Context	Goals	Success criteria
Structure	Resources	Time line
Scope	Status	Outcome

- a. Context – goals – success criteria
- b. Structure – scope – status
- c. Time line – resources – outcome

Degree of objectivity

- Information has been collected on the principle of voluntary self-declaration
- The examples given are meant to be descriptive not prescriptive
- The selection and attribution of examples were made by the Rapporteur
- Interpretations exclusively express the views of the Rapporteur

The interim report as preview of the final report

Everything - the emphases, structure, content, key points, examples, claims, cases made, as well as omissions - may be considered points for discussion in preparation for the final report.

The ELP is a tool and as such is as valuable as the benefits it generates.

The final report has to provide evidence of discernable effects, benefits and sound elements on which to base decisions for further widespread implementation.

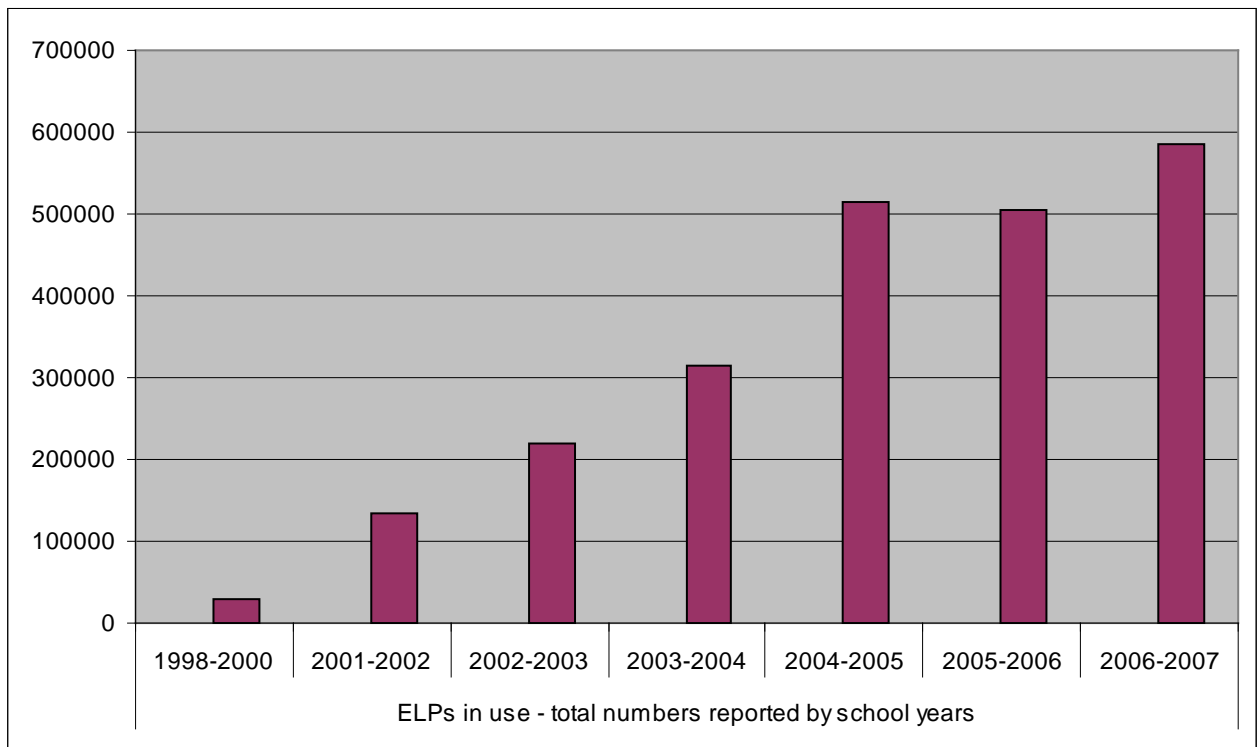
The quality of reporting on all levels has to stand up to this challenge.

Taking stock November 2006

Overview of ELP models in use

Overview of ELP models November 2006	3-10	11-15	16+	VOLL	Higher education	Adult
Validated 83	20	28	19	3	4	9
Validation pending 9	5	1				3
Pilot versions 22 + Dutch e-ELP all sectors	9	2	3	3	3	2
In preparation 1		1				
Validated ELPs in revision 1			1			

ELP models in use by school years (total of annual numbers reported by authorities)



Two major implementation projects planned for 2005-2006 did not materialise; there is a deviation to the number indicated in the last report of 35%

The ELP has a positive impact on learning and on learning outcome

The ELP has two educational functions; it is both a pedagogic and a reporting tool.

- a) As a pedagogic tool it should assist learners to become more effective, self-reliant language learners, enabling them to organise, monitor and reflect on their own language-learning process and outcome.
- b) As a reporting tool it should facilitate reliable and coherent reporting of language competence to interested third parties, e.g. parents, teachers, educational institutions, employers.

Evidence is emerging that the ELP significantly fosters these declared educational goals. Reports and informal feedback from the learning field seem coherent with academic research findings and results reported by practitioners not having been involved in the initial design and piloting phase of the ELP are coherent with earlier findings.

The following are examples of feedback from reports and academic studies:

- “When evaluating the ELP, learners mainly appreciated its considerable potential for boosting their self-confidence: according to them, individual positive achievements were easily visible due to the ELP” (Perclova 2006)²
- “The findings indicate a close connection between student responsibility, motivation and personally meaningful learning” (Kohonen 2003)³
- “an ELP model like the one which was the object of this projects seems to have a predominantly positive effect (as evidenced through a variety of different quantitative and qualitative findings) on the learners and teachers using it, when its implementation is assisted by supportive actions like those which were employed during this project” (Sisamakias 2006)⁴
- “The ELP clearly gives important pedagogical concepts and tools to promote students’ ownership of their language learning (Kohonen 2005b, Ushioda & Ridley 2002⁵; Kolu & Tapaninaho 2003, Sisamakias 2006)”
- “In general 70-80% of the learners consider that the ELP 1) helps them to show what they can do in other languages and to learn about other cultures (intercultural experience) 2) is useful for self-assessment 3) clarifies the necessity to learn at least two other languages than one’s own 4) helps to reflect how to learn and to set objectives; shows how to monitor and give consistency to the learning process, (Report on the Spanish pilot implementation project)⁶
- “...systematic use of the ELP created an environment where most learners thrived and felt in control of their learning and their lives. Given the difficulties that adults generally have

² Perclova Radmila, acadmic dissertation 2006, “The Implementation of European Language Portfolio pedagogy in Czech primary and lower-secondary schools: beliefs and attitudes of pilot teachers and learners”

³ Kohonen Viljo, Report 2003, “Student autonomy and the ELP: Evaluating the Finnish pilot project 1998-2001”

⁴ Sisamakias Emmanouil, PhD thesis 2006, “The European Language Portfolio in Irish post-primary education: a longitudinal empirical evaluation”

⁵ Ushioda Ema & Ridley Jennifer, CLCS Occasional Paper 61, Trinity College Dublin 2002, “Working with the ELP in Irish post-primary schools: report on an evaluation project”

⁶ Experiencia Piloto de Aplicacion del PEL en diferentes centros educativos de Espana, 2006

when returning to full-time education, and the added baggage that refugee status brings, there were very few negative incidents (Carson 2006)⁷

- “The ELP-oriented approach seemed to lead to a more meaningful way of studying, compared to traditional foreign language teaching” (Kohonen 2006)⁸

The ELP stimulates change and fosters desirable qualitative development

When used appropriately, the ELP as educational tool does seem to have the potential to stimulate change and catalyse a multitude of language-learning and teaching activities.

Innovation implies change, reform, reorganisation, transformation, remodelling. These processes are not neutral; effects may be desirable or non-desirable, the same effect may be considered desirable by some and less desirable by others.

The reported outcomes are predominantly perceived as desirable, yet

- evaluation criteria tend to vary widely according to values, priorities, contexts and the personal role in a given project
- evaluation criteria tend to shift during ongoing learning processes
- observations are predominantly related to pedagogic outcome and less to effects on educational systems and global goals

Beliefs and attitudes seem to shape reactions towards language learning and the ELP considerably (Perclova, 2006)⁹; hence, it is important to address the question to what extent and under what conditions the ELP helps shift traditional beliefs and attitudes towards languages and language learning.

The ELP is based on a set of common principles:

- 1) learner ownership
- 2) positive focus
- 3) recognition of all learning
- 4) life-long perspective and
- 5) the Common European Framework of Reference for Languages.

Experience reported as well as research findings show that the application of these five common principles can change traditional school-culture, transforms the process of learning and teaching, and affects learning outcome.

The following is a small selection of examples related to these principles:

Learner ownership

Learner ownership has a strong impact on learner motivation. The effects are easily observable when visiting school classes using the ELP and confirmed by spontaneous, formal and informal feedback from both learners and teachers. The

⁷ Carson Lorna, PhD thesis Dublin 2006, “ Some adult refugees learning English in Ireland : the motivational role of goal-setting and the European Language Portfolio”

⁸ Kohonen Viljo 2006, “Student perspectives to the ELP: voices from the classrooms”

⁹ Perclova Ramdmila, Dissertation 2006 “The implementation of European language Portfolio pedagogy in Czech primary and lower-secondary schools: beliefs and attitudes of pilot teachers and learners”

increase in motivation for learning and learning languages are equally evidenced by reports and academic studies.

Pushed to the extreme, learner ownership, however, tends to slow down or hinder generalised implementation in whole classes, schools and school systems. Yet, the benefits of the ELP only fully unfold through dialogue and co-operation.

- “Teachers’ and learners’ beliefs and attitudes were chosen as a valuable tool for this analysis for two principal reasons 1) It is the teachers, and to a certain extent also their learners, who carry the burden and shape the project, and 2) beliefs and attitudes are inseparable from human learning and the context in which they are formed” (Perclova, 2006)
- “Foreign language learning became a more personal process than before. Students pointed out that they studied the target language for themselves and they realized the importance of their own responsibility. The ELP approach also seemed to have a comprehensive, holistic impact on learning, summarized by a lower secondary girl as follows: ‘Doing the portfolio has made me realize that I do this for myself for my own good, not for the grades or for the school. It’s my responsibility to learn, I’m the one that has to do it’.” (Kohonen 2006)¹⁰
- “the main reason for the students’ enthusiasm for the ELP approach was due to working on the topics of their own interest” (Kohonen 2006)
- “a number of the students seemed to expect more teacher control, at least more teacher support and guidance for their ELP work. They saw the teacher as the person who was to motivate them to work, believing somehow that teacher control led to “better” learning” (Kohonen 2006)
- “They encouraged their learners to set personal learning targets, but as soon as the learners took this responsibility seriously, the teachers felt less sure about how to oversee learning activities and allocate time in accordance with learner’ needs. Teacher B described her new circumstances thus: *‘Learning progressed at a slower pace than last term/year, but this may be good, as they will hopefully retain more. I realized that I used to expect them to consolidate new topics too quickly. They need plenty of repetition of even very basic material’*” (Ushioda & Ridley, 2002)¹¹
- “Having used the ELP for two years we gradually managed to motivate and enable students, through a process of structured reflection, to accept increase responsibility in their foreign language learning” (Tschopp & Lutz)¹²

Focusing on the positive

The principle of focusing on what one can do seems to enable all learners to experience a sense of success (however limited) and as a result boosts self-confidence and the willingness to engage in the learning process.

This principle entails two main challenges 1) learners might be too easily satisfied and 2) “can-do” statements do not seem equally acceptable in all cultural contexts.

- “When evaluating the ELP, learners mainly appreciated its considerable potential for boosting their self-confidence” (Perclova, 2006)

¹⁰ Kohonen Viljo, Draft 2006 „Student Perspectives to the ELP: voices from the classroom”

¹¹ Ushioda Ema & Jennifer Ridley, 2002, „Working with the ELP in post-primary schools: report on an evaluation project

¹² Tschopp Theo & Lutz John, Kantonsschule Olten, Switzerland, “ESP-Pilotprojekt Klasse “ML, 4. Semesterbericht, 2006

- “Learners enjoyed the reporting function of the ELP, which allowed them to experience success and to satisfy their need for achievement” (Perclova, 2006)
- “Reasonable ELP requirements appeared to suit the lower achievers’ need to have a feeling of competence and their need to attribute positive results to their abilities” (Perclova, 2006)
- ...l’elemento ch ha sorretto e sorregge tuti’oggi l’esperuebta è la motivazione. Il mio obiettivo sarà ancora quello di valorizzare i punit di forza e non sole die debolezza, i diversi stili d’apprendimento e di promuovere autovalutazione e fiducia” (Buscemi, 2005)¹³

All competence counts, regardless of whether it is learned or acquired in or outside formal educational settings

There seem to be several key effects of this principle:

- 1) languages not in the curriculum e.g. minority and migrant languages are valued
- 2) learners contribute and enrich the learning environment
- 3) learning strategies, growing autonomy and self-assessment are applied in and outside school (project report Lombardy 2003)

Evidence suggests that the mix of benefits perceived is different for different age groups.

- La comprensione della pari dignità e del pari valore delle lingue e delle culture (Ferrero 2003)¹⁴
- Il coinvolgimento emotivo che deriva dalla struttura ludica del modello e ch inroaggia l’interazione con i compagni (Ferrero 2003)
- The ELP is particularly relevant in migrant language learning due to 1) the potential for the development of ‘learner autonomy’ which gradually transforms into ‘real life autonomy 2) the acknowledgement and promotion of plurilingualism and pluriculturalism 3) the value placed on all language and intercultural learning, whether gained in formal educational contexts or outside them” (Barbary Lazenby Simpson, 2006)¹⁵

Lifelong perspective

In general, the benefits of investing resources and energy into learning to reflect and to self-assess, learning to learn and reporting do not seem immediately visible and are more easily perceived by educationalists, teachers and parents than by learners.

Reports show that these differences in the time horizons tend to affect motivation to use the ELP on a personal level and impact on the implementation process.

Getting learners to understand that school is part of lifelong learning seems a genuine challenge and is itself an educational goal.

So far, ELP development and implementation projects have focused on age-specific groups. It is interesting to note that the continuum and inter-relationship

¹³ Buscemi Giovanna 2005, in “Progetto PEL: Una sperimentazione in Sicilia

¹⁴ Ferrero Rosalina 2003, in Quaderni 3: PEL un’esperienza Piemontese

¹⁵ Lazenby Simpson, Barbary, Paper Vilnius 2006 “Migration, social cohesion and citizenship: the example of Ireland”

between educational sectors, including the transfer of competence and know-how of learners, are gaining increased attention.

The goals, motivation and strategies of the educational authorities promoting widespread implementation bare evidence of this global educational perspective.

Based on the Common European Framework of Reference for Languages

The ELP is based on the Common European Framework of Reference for Languages (CEFR) and carries the concepts of the CEFR into schools, to teachers and learners.

During school visits, learners and teachers referred regularly and spontaneously to the European character of the ELP as a strong motivating aspect. The idea that fellow-learners in other countries enjoy or face the same challenges seems intriguing.

Both the CEFR and the ELP seem valuable sources of inspiration to define, organise and communicate educational visions and intentions; the CEFR primarily in defining goals, standards, coherent curricula and educational programmes in order to foster lifelong learning, mutual respect, understanding and responsible citizenship; the ELP primarily to convey ownership of their learning to the learners, to promote plurilingualism and to support individuals in the process of becoming effective, self-assured and responsible learners and citizens.

The two tools promote a noticeable change in educational practice. In consequence learning materials, assessment tools and organisational structures are reassessed. New learning materials, supporting tools, tests and assessment instruments are increasingly referenced to the CEFR and the European Language Portfolio.

The ongoing creative production of situational age- and needs-related examples linked to individual standard descriptors seems particularly promising.

Implementation in general is positively affected by this trend; practical links between theoretical intentions and the learning and teaching reality are being created.

However, some potentially controversial tendencies might also need attention:

- In some cases the application of the ELP is focused on checklists and assessment only. This seems problematic as far as reflection, the development of autonomy and intercultural competence are unduly reduced
- The promotion of the ELP reporting function only
- Some publishers producing language learner manuals for specific target languages have started to integrate their own concepts of portfolios, assessment tools and checklists into their learning and teaching materials. This might be considered attractive and supportive for the learning and teaching of one target language, but seems problematic in respect of the promotion of plurilingualism and the introduction of whole-school foreign language policies

- CoE standard terms are increasingly used and/or adapted in misleading ways. It is not uncommon that CEFR and ELP are used as interchangeable labels even by professionals.

Examples of feedback

- "This cyclical, dynamic process has been prominent in the findings of the Irish ELP projects, emphasizing the role of the Checklists and the Language Biography for setting the personal aims, monitoring the learning process and assessing the outcomes in relation to the objectives specified (Ushioda & Ridley 2002, Sisamakris 2006)", Kohonen 2006)
- The Common European Framework and the European Language Portfolio: involving learners and their judgements in the assessment process (Little 2005 in Language Testing 22.3)

The ELP is a simple tool promoting complex constructs

The reported predominantly positive outcome of ELP use is directly attributable to the coherent, transparent introduction and application of 1) learner autonomy 2) learning to learn 3) self-assessment 4) intercultural competence.

The potential of these constructs, the challenge posed by their application and the related outcome are covered by reports and a series of academic studies published recently.

The main findings are predominantly positive and encouraging, yet they also show that change, in this case the implementation of the ELP with all its effects, is never for free. Positive outcome and sustainability depend on a wide range of variables to be taken into account in each specific context.

Learner autonomy

- 'We're all in it together: exploring the interdependence of teacher and learner autonomy' (Little, in All Together Now 2000, Helsinki)
- 'Learner autonomy and public examinations' in Authentic 2003, discusses a possible role for the ELP in an approach to public examinations that would accommodate learner autonomy and self-assessment (Little, Ridley and Ushioda 2003)
- "Developing student autonomy and reflection entails a major pedagogical change in the traditional teacher-directed school culture" (Little 2004, Kohonen 2005, 2006)
- "Students need time and support for reorienting themselves to the new classroom practices emphasizing social skills and reflective thinking" (Kohonen & Pajukana 2003, Päckilä 2005)
- "our young learners started to take personal initiatives in their language learning process; the newly gained "autonomy" also transferred to other subjects (Ferrero 2003)

Learning to learn

- " ... The goal-setting cycle of the ELP seemed to be a valuable means of mediating (students') frustrations. Students learned gradually how to take control of planning and decision-making, and there was a gradual shift from group to individual goals, and from abstract to concrete goals" (Carlson 2006)

- “The findings indicate a close connection between student responsibility, motivation and personally meaningful learning. ELP pedagogy seems to promote a cyclical development in autonomy..... “This cyclic, dynamic process has been prominent in the findings of the Irish ELP projects.... (Ushioda & Ridley 2002, Sisamakias 2006)” Kohonen 2006)
- “For most students, the foreign language meant learning the foreign words, grammar and syntax. The role of errors, mistakes and grades also came up in the data. However, it seems that the ELP-oriented approach also widened the students’ perspectives in important ways. The foreign language was not merely seen as the language of the school books; rather, it was often seen as the language used for communication in everyday situations. The students were also able to see different skills in their language competence. Some of them saw the foreign language as a personal possession which included metacognitive skills, motivation, responsibility and the courage to use the language. Such views are in accordance with the principles of the ELP (Kohonen 2006)

Self-assessment

- The concept of learners’ assessment was usually very distant from teachers’ everyday experience at the beginning of the project and knowledge of it was limited or non-existent (Perclova 2006)
- “they (the teachers) were extremely positive five months after the beginning of the project when responding to the question “Did you in general agree with their (the learners’) self-assessment?”, and fairly positive at its end.” The learners evaluated their self-assessing abilities relatively positively at the beginning of the project but they became increasingly sceptical later on” “All the above-mentioned issues could lead to an erroneous conclusion that the introduction of learners’ self-assessment in the ELP project in the Czech Republic completely lacked positive qualities. Such a conclusion would definitely be false, ... (Perclova 2006)
- “One of the aims of reflective self-assessment is to help students to understand their language learning processes better through making learning processes more concrete, observable and thus visible to the participants (Kohonen 2004; Kohonen & Pajukanta 2003) ...Assessment thus seemed to divide students’ opinions, depending on their expectations, beliefs and experiences of failure or success (Kohonen 2006)
- Gymnasium No 23 in the City of Vladimir, RF reported on a five year project following up and analysing the development of self-assessment competence. Following 25 learners over five years proved to them that self-assessment is a competence which can be successfully taught and learned.

Intercultural competence

Europe is a multilingual and multicultural reality. For Europe to flourish, dialogue between its peoples is essential. Dialogue, a discourse between individuals to negotiate and reach a common understanding, is in itself a competence to be developed.

Intercultural dialogue, a discourse across cultural boundaries that preserves mutual respect and minimises antagonism, is a particularly challenging form of dialogue.

In order to succeed two fundamental ingredients are needed:

- a) Communicative language competence in one or several shared languages
- b) Intercultural competence (the ability to respond adequately to otherness)

And a realisation that:

- c) Individuals belong to a variety of groups and cultures (nation, family, school, company, minority, Europe, etc.)
- d) People communicate, co-operate and compete in varying contexts
- e) Preparing individuals for intercultural dialogue is a complex venture not limited to language education

The Council of Europe language education policies aim to promote, among other things,

- 1) plurilingualism
- 2) linguistic and cultural diversity
- 3) mutual understanding
- 4) social cohesion
- 5) democratic citizenship.

Formal and informal feedback and evidence emerging in academic studies suggests that the ELP directly or indirectly fosters each one of these global goals.

There seem to be different perceptions of how and to what degree the ELP contributes to these goals:

- Some reports suggest that using the ELP in support of foreign language learning in itself fosters intercultural competence
- Others insist that ELP models have to stimulate reflection through specific activities to be effective in promoting intercultural competence
- For some, intercultural competence has to be fostered across the curriculum
- In schools and classes with a high proportion of minority and migrant learners, intercultural competence helps manage diversity in the local context.

In response to a number of requests Michael Byram developed and presented a model of an Autobiography of Key Intercultural Competences for discussion and further elaboration at the Annual ELP Seminar in Moscow, 2005¹⁶.

¹⁶ Renamed *Autobiography of Intercultural Encounters* in 2006, it is currently undergoing piloting.

Competing goals and variables

Implementation means positioning the ELP effectively in the daily teaching and learning routine of an educational system. The ELP is based on principles which have an impact on traditional educational practices and mean change for a whole range of stakeholders: learners, teachers, schools, educational authorities and others.

From their different perspectives, the various stakeholder groups inevitably have different expectations and perceptions of desirable outcome.

Implementation plans and strategies have to reflect this variety to be coherent. The balance of goals and often competing variables influences implementation.

Context - Goals - Success criteria

- During the pilot phase (context) the potential effects on learning and teaching and the practical feasibility of ELP-use (goals) were explored in a good number of contexts by individuals or groups of volunteers. Success criteria in this exploratory phase emerged during the process, reflecting educational ideas and claims related to the ELP. It seemed to work, stimulated learner motivation and encouraged a sizeable proportion of learners and teachers to go on working with it.
- Analysing the pilot results (context), different sets of goals emerged:
 - 1) Educational authorities started to clarify possible impact on the curriculum, the potential use for quality development
 - 2) Teacher trainers reflected on a possible change in the learner-teacher relationship, the training needs such a shift would entail and what additional teacher training needs would be created
 - 3) Teachers related their input to the outcome for their learners and themselves
 - 4) When asked, learners stated that they had become more aware of their learning goals. Success criteria of the four groups inevitably varied during this project phase, but for the ELP project as a whole the initial reaction, findings and willingness to go further was success.
- Context is particularly critical for the implementation phase; it conditions feasible goals and an agreement of desirable outcome. For example:
 - a) ELP model 37.2002 is the obligatory basis for all English-language courses for adult migrants offered by ILLT in Ireland. The use of the model is 100% and successful.
 - b) In Spain, a first experimental implementation phase 2004-2006 will be followed by a second phase 2006-2008 with a view to wide-spread implementation by 2010. During the second phase special attention will be given to
 - 1) school projects involving all language departments going beyond mere personal initiatives
 - 2) intensified information and teacher training
 - 3) including inspectors and head teachers in the information and training activities

4) developing an electronic ELP to facilitate distribution and to reduce printing costs.

c) The Swiss Conference of Cantonal Ministers of Education (EDK) agreed on an overall implementation strategy and programmes to generalise the use of the ELP in primary and lower-secondary sectors by 2010. The model for upper-secondary is planned to be revised as part of a general educational harmonisation project (HARMOS) for the compulsory school sector in Switzerland. The responsibility for implementation will remain with the 26 cantons.

d) The Netherlands is developing a ground-breaking electronic ELP in which all Dutch ELP models will be integrated as part of a comprehensive overall model.

A few implementation projects seem to have slowed down due to outside changes in context and priorities.

Structure – Scope – Recognition

Those faced with demands for innovation and change are real people, people who are members of established organisational structures.

Encountering educational change is potentially threatening; some skills become obsolete and need to be replaced by new skills, attitudes and self-understanding producing a sense of discomfort and insufficiency, a tension between the familiar and safe, and the new and unsettling. A rewarding counter balance is needed; a sense of success, empowerment, consideration, support and space for dialogue and reflection (after Kohonen, 2006).¹⁷

Organisational structures seem to vary considerably in regard to the nature of support they are able to provide.

- The Finnish project has been focusing on creating a teacher- and learner-friendly support and implementation environment in small groups over a project period of several years. Implementation is decentralised; universities in different parts of the country have taken the lead.
- Implementation projects in Ireland have benefited right from the beginning from strong, coherent teacher training and support programmes provided by IILT in different regions of the country.
- The Czech Republic, Denmark, Greece, Italy, Russian Federation, Spain and Switzerland, as examples, have used established IT structures to provide ELP-related introductions, support and training.
- On the European Level, IT units have been produced in a project of the ECML in Graz under the leadership of David Little.

The experience gained in all contexts confirms the crucial and central importance of sustained teacher training and support. Implementation can only progress as far as there is a willingness and capacity to invest in teachers.

¹⁷ Kohonen Viljo, 2006 „ Encountering Educational Change“

To widen the scope of implementation by generalising the use of the ELP in given sectors or whole educational system it seems essential to include school principals (language and non-language specialists), inspectors and administrators in training programmes. An in-depth understanding of the ELP and its potential effects and outcomes is essential for all.

- The Spanish decision to broaden the target group and include inspectors and head teachers in future information and training events is an encouraging example.

A number of implementation projects seemed to have slowed down or stalled due to a reduction or withdrawal of teacher training and support.

Teacher training, recognition and support seem key elements for successful implementation.

Time line – Resources – Outcome

Time lines, resources and outcomes are interdependent in a number of ways. Outcomes can be viewed in short-, mid- or long-term perspectives; resources can be allocated from time to time, depending on outcome or guaranteed for a certain period; outcomes are achievable provided adequate resources are made available and realistic time horizons are respected.

A number of reports and research findings relate to these aspects.

- “In the introduction of the ELP into foreign language instruction it is advisable to aim at a gradual evolution over a sufficient period of time (some 2 to 3 years), rather than to rush into a quick technical implementation” (Kohonen 2003)¹⁸
- Focusing on a set of realistic and achievable goals at any one time seems to yield better results than trying everything with restricted resources.

The case for a critical mass in use

A critical mass has been reached when the quantity in use is big enough to assess the achievement of stated goals and/or when a process has become self-sustainable. A critical mass can relate to parts of a system like a region, school, class or to the whole.

A critical mass of ELPs in use is needed to

- 1) maintain credibility
- 2) provide continuity
- 3) ensure coherence
- 4) assess cumulative impact
- 5) optimise cost/benefit ratios
- 6) to judge the impact on global goals such as plurilingualism, responsible citizenship, etc.

¹⁸ Kohonen Viljo 2003, „ Student autonomy and the European Language Portfolio: Evaluating the Finnish pilot project (1998-2001)

Challenges related to critical mass are frequently brought up in informal feedback, reports and in research findings. Here are some examples:

- “Continuity poses problems in the ELP-oriented pedagogy. In bigger schools, offering several parallel classes on the “course tray”, the problems of time-tabling often mean that the students have to choose courses taught by different language teachers. If the ELP approach is not common practice in FL teaching, students need to adjust to various ways of organizing the course work” (Kohonen 2006).
- Employers will consider the relevance and validity of the ELP provided employees use it to report relevant language, intercultural competence and experience.
- “The development in Germany has to be seen in the context of a project to bridge and smoothen transfer points in and between educational systems.; language learning in school has to be seen as a continuum” (after Thürmann, 2006)
- The introduction of ELP models for one educational sector leads to the need for related models in other sectors.
- The motivation of learners to use an ELP is influenced by its usefulness in their further schooling and employment careers
- The return on investment is drastically reduced when continuity is not maintained.

The case for sustained political and operational support

There is clear evidence that implementation processes tend to slow down or stall when political and/or operational support and recognition are reduced before a critical mass in use has been achieved.

The case for defending the integrity of concepts, principles and applications

Commercial interest in the ELP label seems to be increasing; variations of ELP models and partial application of ELP principles, goals and functions are increasingly appearing.

In some cases, creative stimuli might be derived from these applications; others clearly violate fundamental concepts and principles.

There seems to be a need to review developments, learn from a dynamic process and also consider and defend limits which should not be overstepped.

The case for putting the accumulated common wealth of know-how and experience to good use

The ELP project is based on shared goals, principles and guidelines. These stimulate creativity, development and lead to new insights and a wealth of experience.

Implementation is based on CoE recommendations and remains at the discretion of the member states.

The common wealth of insights and experience seems relevant as a descriptive body of information for further creative and cost-effective development.

It is a challenge to make this scattered, un-structured information available to key stakeholders in the implementation process in a pertinent and user-friendly manner.

This could only be achieved through a data-based website relying on voluntary input combined with a customised search mechanism to extract pertinent information.

The annual ELP reports received certainly demonstrate that such a tool would be useful in avoiding undue duplication of efforts and loss of precious resources.

Overview of reported activities

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

National contact persons for the ELP see: www.coe.int/portfolio

Albania

Numbers of learners in Albania with an ELP					06 12
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Secondary II 15+				pilot	
University 18+				pilot	
Total Albania					

The Ministry of Education and Science of Albania in cooperation with K-Education Austria are designing an ELP for the secondary II sector (age group 15+) in Albanian, English and German. The draft is due to be finished by December 06 and will be piloted from January till May 2007. It is the intention to apply for validation by November 2007.

The University of Tirana, Faculty of Foreign Languages is developing an ELP model for university students, age 18+, following an identical schedule.

Armenia

Numbers of learners in Armenia with an ELP					06 12
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary Validation pending 6-10	75	100	130		20000*
Total Armenia	75	100	130		

* After validation - application planned for 2007

Austria

Numbers of learners in Austria with an ELP						06 12 0
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008	
Primary 08.2001 CILT adapted Total primary	40 TT	40 TT				
Secondary I 58.2004 age 10-15 1) 63.2004** CERNET 2) Total secondary I	750 450	2250	3550	4100	5000	
Secondary II 24.2001 vocational 3) 68.2005 Stadt Wien 4) age 15+ pilot age 15+ CROMO 5) Total secondary II	2100 300	4100 100	5000 300 500	6000 300 1300	2200	
Vocational young adults 15+ pilot			500	1800	2700	
Adult education 08.2001 CILT adapted Pilot Wiener Volksbildung Total adult	40 TT 50	40 TT 60				
Total Austria						

Status of projects:

1) The ELP for lower secondary education (58.2004) has 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". General feedback on the ELP is available under: www.sprachen.ac.at/esp/reaktionen.php?tab=esp

2) Developers and promoters of the model are CERNET and the Vienna Board of Education. The pilot version was piloted in 11 schools in Vienna, 2 in Bratislava, 2 in Brno, 3 in Győr-Moson-Sopron in English and German. Implementation is planned after accreditation (German version accredited 2004, Czech, French, Hungarian, Slovak language versions are in preparation).

3) 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.

4) Will be made available on the web.

5) CROMO: Cross-border module on intercultural and meta-cognitive competences to supplement the ELP. It is a two-year project (2005-2007) financed by the national authorities of Austria, Italy and Slovenia. The project "culture" enacts the "boundary-breaking" and "border-crossing" mission it has given itself to foster intercultural dialogue in this historically and culturally sensitive part of Europe

Azerbaijan

Numbers of learners in Azerbaijan with an ELP					8 12
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
University sector Pilot version*					

*Exhibited at the Luxembourg seminar no further information

Belarus

Numbers of learners in Belarus with an ELP					15 09
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Secondary II Pilot version 15-17	500	650	650		
Total Belarus	500	650	650		

The pilot project was conducted within the framework of a research programme of the Minsk State Linguistic University, which had a small financial support from the Ministry of Education. Piloting was finished in December 2005.

The ELP issue has been included into the programme of initial training of foreign language teachers at MSLU and seminars on the ELP are held on a regular basis at the Refresher courses for FL teachers.

It is planned to implement the Belarusian model of the ELP in all regions of Belarus.

Belgium

Numbers of learners in Belgium with an ELP					14 09
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary French speaking community 38.2003 10-12 1	750	5000	5000		
Secondary I French speaking community 38.2003 12-14 2	3000	18000	10000		
Secondary II French speaking community 39.2003 14-18 2	20000	22000	12000		
Flemish speaking commun. Pilot version Total secondary II	20000	22000	12000		
Adult education Pilot version					
Total Belgium	50750	45000	27000		

Bulgaria

Numbers of learners in Bulgaria with an ELP					29 1
Educational sector	2003-2004	2004-2005	2005-2006	2206-2007	Est. 2207-2008
Primary 53.2003 ECET Sofia 1)	3000	3000	1)		
Secondary II Pilot SCALA project 2)					
Vocationally oriented 48.2003-BG**			500		
University 48.2003-BG** Pilot New Bulg. Univ. ***			900		
Adult 06.2000 Equals/Alte 48.2003-BG**			300		
Total Bulgaria	3000	3000	1700		

Empty boxes = information gap

1) It was the plan of the Ministry of Education and Science to distribute an ELP free of charge to all 214000 primary pupils from the 2nd to the 5th grade during the school year 2005-2006 – unfortunately the plan could in the end not be put into praxis.

Implementation strategies are closely connected with teacher training programmes of the University of Sofia. Outcomes of in-service training reported are 1) teachers' confidence in being able to use the ELP was boosted 2) teachers developed personal ELP implementation plans according to the existing syllabi, students' grade/level and respective course books 3) teachers managed to use the ELP in at least 3 ways a) as a means for establishing their students language skills at the beginning of the first term b) as a means of measuring their student's success at the end of the first and again the second term c) as a means of developing their students' self-assessment skills.

2) ELP model for bilingual Bulgarian Licées; 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. From 2005 to 2008 the scope will be extended to other Licées for 8th, 9th, 10th and 11th graders.

3) Sofia University - Leonardo project 132078: European Language Portfolio: Promoting a Lifetime of Vocationally-Oriented Language Learning, ELPVOLL.

Sofia University decided to use ELPs in vocationally-oriented language courses with outside adult learners in foreign language courses organized by the departments of the university.

The development of a further Bulgarian ELP model for the age group 11 to 14 is under consideration.

Croatia

Numbers of learners in Croatia with an ELP					10 12
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007/2008
Primary 81.2006 7-1					
Secondary I 71.2006 11-15					

Secondary II 78.2006 15-19					
Adult 06.2000 Eaquals/Alte	15	400	500		
Total Croatia	15	400	500		

Empty boxes = information gap.

The concept and the aims are regular topics of in-service language teacher seminars.
Existing ELP models and printed materials are regularly made available.
A number of articles appeared in newsletters and professional journals.

According to the validation application documentation it is planned to produce initially 10000 copies or each of the three ELP models validated.

Cyprus

Numbers of learners in Cyprus with an ELP					12 09
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Secondary I 83.2006 12-15					
Secondary II planned 16-18					
Total Cyprus					

Training courses to prepare teachers and learners involved in the first phase of implementation are now put into operation. It is foreseen to distribute 11000 ELPs to first year learners in collages.

Czech Republic

Numbers of learners in the Czech Republic with an ELP					06 12
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary 22.2001	3000	3500	4000	4500	5000
Secondary I 07.2001	18500	19000	20000	21000	21500
Secondary II 23.2001	3000	3500	4000	4500	5000
University 29.2002 CERCLES	200	300	400	400	400
Adult education 55.2004		1000	1500	2000	3000
Total Czech Rep.	24700	27300	29900	32400	34900

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.

Other information:

The impact of the use of the ELP has been followed and observed (observations, interviews, questionnaires, study of individual ELPs in use), qualitative and quantitative statistical data analysis have been made. The results very much depend on individual teacher's beliefs and attitudes. It has become obvious that the process of ELP implementation on

a wide scale would be very long and will require a radical change in the attitude to teaching and assessment. Such a change cannot be achieved in a short term perspective.

Reports and articles:

Four Magisterial thesis on learner self-assessment using the descriptors of communicative activities have been developed and several others are under consideration.

Denmark

Numbers of learners in Denmark with an ELP					06 12
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary validation pending 6-10		14500	14500	14500	60000
Total Denmark		14500	14500	14500	60000

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

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

Following validation the ELP will be offered at a non-profit basis to all primary children in Denmark in their 3rd year of school – that is to about 60000 new pupils each year.

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 consultants of the pedagogic centres communicate via a dedicated electronic web site with the participating teachers.

Public information including the teachers guide available under: www.ackbh.dk/portfolio

The same web page also contains teacher feedback on the pilot project collected three times over the project phase using a standardized questionnaire.

Estonia

Numbers of learners in Estonia with an ELP					06 12
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Secondary I					

Pilot project 12-16		1200	1200	1200	1200
Total Estonia		1200	1200	1200	1200

Status:

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

From September 2006 all foreign language teachers interested in using the ELP with their 6th or 7th graders will be encouraged to do so.

Piloting will started with 80 teachers in the school year 2204-2005.

Broad implementation is foreseen after validation.

Finland

Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary					
Pilot version	320				
Secondary I					
Pilot version	450				
Secondary II					
Pilot version	700				
Vocational Dila Port e-ELP Validation pending					
University					
Pilot version	100				
Adult Dila Port e-ELP Validation pending					
Total Finland	1570				

Empty boxes = information gap.

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 Finnish ELP project and the related implementation strategies seem particularly context specific. Teachers are in the Finnish tradition more directly responsible for the shaping of the teaching-learning process. Hence there seems to be reluctance to "suggest/recommend/impose" a specific tool like the ELP. At the same relevant experimentation and research on ELP-related pedagogy has been conducted in Finland.

The "National ELP Dissemination project 2001-2004" established the basic research-based understanding and know- how to develop, use and support local educational authorities. Six universities (Helsinki, Joensuu, Turku, Tampere, Jyväskylä, Oulu) and three polytechnics (Tampere/Pirkanmaa, Turku, Lahti) have been involved. At the national level, the findings of the implementation project were published in Finnish in a comprehensive collection of articles written by a total of 33 authors from six universities, two politecnic universities and several schools.

Five of these leading universities have now established further implementation (2004-06/07), involving ELP-oriented work with practising teachers and developing their capacities to act as mentor teachers in their

municipalities and local districts. The emphasis of implementation is consequently on facilitating the language teachers to undertake the task of a professional ELP mentor teacher, mentoring the work of colleagues beginning to use the ELP in their classes. Behind this strategy of local/site-based support is our recurrent finding in Finland and elsewhere in Europe that teachers need a great deal of professional support when using the ELP in their classes for the first time. In Vygotskyan terms, this is a question of professional scaffolding of colleagues new to the ELP-oriented pedagogy.

The ELP models are being made available free of charge as MS Word files that can be downloaded by learners and teachers and filled in electronically or printed in hard copies and used manually.

Turku Polytechnic electronic ELP: <http://www.dilaport.utu.fi/welcome.htm>.

Pirkanmaa Polytechnic project "Authentic Assessment in Polytechnics": www.piramk.fi/eksprojekti.

The Tampere University website is not functional at the moment, since all three ELP versions were revised quite substantially as a result of the National Implementation project 2001-2004.

Research networking on FL education is being organised between seven Finnish universities, networking with European partners, aimed at supporting post-graduate research involving some 25 doctoral students.

France

Numbers of learners in France with an ELP					06 12
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2207-2008
Primary					
02.2000 CIEP	3500	1194	1890	3877	5000
	2080 TT	2900 TT	4430 TT		
Total primary	5580				
Secondary I					
44.2003		4413	20605	56366	70000
Total secondary I					
Secondary II					
05.2000 CRDP	4724	6365	13994	23977	32000
	636 TT				
Total secondary II	5360				
Vocationally oriented					
05.2000 CRDP*					
Pilot version AGERCEL					
University					
29.2002 CERCLES					
48.2003-FR Sofia	2200				
Total France	13140	14872	40919	84220	107000

Empty boxes = information gap.

The official language curriculum and the texts organising the teacher of languages are explicitly based on the CEFR. In addition level A2 in at least one foreign language as threshold for all learners during compulsory schooling and the development of learner autonomy are fixed as goals.

An official framework for the implementation of the ELP is hence in place. The choice to use or not to use the ELP remains, however, at the discretion of educational establishments. Despite these open dispositions the ELP is recommended in accompanying documentation and a number of Academies promote the tool on their pedagogic websites. Through out France a large number of ELP information and training events have been taking place.

The ELP model 15+ 5.2000 has been revised taking account of the experience gained over the last years. After re-validation it carries the number 5.2000-rev.2006.

The Ministry of Education announced in September 2006 the creation of an electronic Portfolio for languages in 2007. Even though the definitions do not entirely coincide with the ones of the European Language Portfolio the plan illustrate the apparent interest of the political educational authorities in France.

Georgia

Numbers of learners in Georgia with an ELP					
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Secondary II					
45.2003 adult	20				
Total Georgia	20				

No further information

Germany

Numbers of learners in Germany with an ELP					
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary					
32.2002a* Thüringen	15500	16500			
Pilot Bayern		200			
Pilot Berlin		10000			
Pilot Brandenburg.					
Pilot Bremen					
ELP not val. Hessen					
Pilot Meckl/Vorp		17000			
Pilot Sachsen		300			
Total primary	15500	44000			
Secondary I					
04.2000 NRW	14500*				
32.2002b* Thüringen	15500	17500			
46.2003 Hamburg		2400			
ELP not val. Hessen		3000			
Pilot Sachsen		1467			
Total secondary I	30000	24367			
Secondary II					
32.2002c* Thüringen	15500	17500			
Validation pending Thüringen	15500	17500			
Total secondary II					
Vocationally oriented					
32.2002c Thüringen	500	1000			
48.2003-DE Sofia	500				
Total voll	1000	1000			
University					
29.2002 CERCLES					
35.2002 ELC					
Adult					
32.2002c Thüringen	1000	1000			
37.2002-DE Milestone					
06.2000 Eaquals/Alte					
Validation pending VHS					

Total adult	1000	1000			
Total Germany	63000	87867			

The development in Germany has to be seen in the context of a project to bridge and smoothen transfers points in and between educational systems; project "Sprachen lehren und lernen als Kontinuum: Schulpraktische Strategien zur Überbrückung von Schnittstellen im Bildungssystem".

Eight Bundesländer took part in the project which lasted three years and finished 2006. Two of the four project parts focus on ELP implantation. In part 3 sample modules for the introduction and daily application of the ELP, in part 4 a flexibly adaptable ELP model for the use in a variety of Länder have been developed.

A concrete strategy to globalise the implementation of the ELP has not yet been developed. It will, however, be essential to declare the political will and to create favourable conditions for sustainable implementation to succeed. It is foreseen to develop and table a coherent implementation strategy to the Kultusministerkonferenz.

Further information: www.uni-giessen.de/anglistik/blkprojekt/index.php?option=com_content&view=article&id=123
<http://www.learn-line.nrw.de/angebote/eps2/>

Greece

Numbers of learners in Greece with an ELP					06 12
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2207-2008
Primary 08.2000** CILT					
Secondary I 43.2003* 12-15	2800	2800	3000 800 TT	3900 1000 TT	5000
Adult education 01.2000*** EDK					
Total Greece	2800	2800	3000		

Empty boxes = information gap.

* 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.

A variety of information and training courses have been organised for teachers and school principals and educational decision makers have been addressed at colloquies and congresses.

** 10000 copies sold to a private teaching institution in 2004

*** 4000 copies sold to a private teaching institution in 2004

Hungary

Numbers of learners in Hungary with an ELP					15 12
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary					
16.2001 Ministry Educ.	500	800			
Secondary I					
16.2001 Ministry Educ. 63.2004 CERNET	100	150			
Secondary II					
15.2001 Ministry Educ.	450	600			
Vocational					
17.2001 Ministry Educ.	50	80			
Adult					
06.2000 Equals/Alte 17.2001 Ministry Educ.		1 000			
Total Hungary	1100	2630			

Empty lines = information gap

The ELP is mentioned in a number of educational projects of the Ministry of Education.

A major four-year implementation project was launched in around 100 schools in 2004. The objective is to produce an annual synthesis and a final synthesis of the results at the end of the school year 2007.

Iceland

Numbers of learners in Iceland with an ELP					00 05
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Secondary I					
74.2006 12-16				4000 1)	
Secondary II					
75.2006 16-20				1500 2)	

1) estimated use of photocopies; language versions: Icelandic, English, Danish

2) estimated use of photocopies; language versions: Icelandic, English, Danish, German, French, Spanish

The two ELP models are available on the web and were introduced to all compulsory schools with a letter and in a press release at the beginning of July 2006.

Ireland

Numbers of learners in Ireland with an ELP					18 10
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary 11.2001 rev 2004 IILT 66.2005 Total primary	4500	5500	6000	6500	6500
Secondary I + II 10.2001 Authentik 12.2001 rev 2994 IILT Total secondary I+ II	600 650 1250	800 775 1575	800 900 1700	400 500 900	500 500 1000
Vocationally oriented 37.2002 Milestone Total vocational	500 500				
Adult education 37.2002 Milestone 4) Total adult	850 850	815 815	750 750	800 800	800 800
University 29.2002 CERCLES Total university	650 650	350 350			
Total Ireland	7750	8240	8450	8200	8300

Implementation strategies and activities

10.2001: No formal recommendations; no clear time and budget horizons yet. In June 2005 a report of the National Council for Curriculum and Assessment recommended that this model should be used as the basis of a whole-school language curriculum development project. A four-year project funded by the NCCA and the Department of Education and Science is due to be launched early in 2007.

11.2001 (rev.2004) and 12.2001 (rev.2004): These models have been in continuous use in primary and post-primary schools since the original versions were first developed in pilot form in 2000–01. Integrate Ireland Language and Training is the national body specializing in ESL for migrants, and the scaled English language curricula to which they correspond are effectively the official curricula. 12.2001 (rev.2004) will be used in a four-year project to develop a more effective model for ESL teaching at post-primary level, which will be part of the Trinity Immigration Initiative to be launched by Trinity College Dublin before the end of 2006. ELPs may be downloaded from www.iilt.ie

29.2002: Report see CERCLES

37.2002: This model is the obligatory basis for all English language courses for adult migrants offered by or under the auspices of Integrate Ireland Language and Training. At any one time the total enrolment on these courses is about 500. In use: English language version of the Milestone ELP model which is also available in German, Dutch, Swedish and Finnish. ELP may be downloaded from www.iilt.ie

66.2005: English and Irish language version; four target languages used in headings throughout (Italian, Spanish, German and French). This model was officially launched by the Minister of Education and Science in autumn 06 and is currently being printed (10000 copies).

There is an extensive ELP web site at www.tcd.ie/clcs (under PROJECTS). This contains a great deal of material generated by the teachers and learners who provided Emmanouil Sisamakias with his research data (see below).

Impact of the use of the ELP

10.2001:

- E. Ushioda and J. Ridley, "Working with the European Language Portfolio in Irish post-primary schools: report on an evaluation project", CLCS Occasional Paper No.61, Dublin: Trinity College, Centre for Language and Communication Studies, 2002.
- Emmanouil Sisamakias, "The European Language Portfolio in Irish post-primary education: a longitudinal empirical evaluation", Ph.D. thesis submitted September 2005, University of Dublin, Trinity College.
- Patrick Farren, Department of Education, National University Galway, is investigating the use of this model as a tool of pre-service teacher education (Ph.D. thesis; projected completion date September 2007).

11.2001 (rev.2004) and 12.2001 (rev.2004):

- David Little and Barbara Lazenby Simpson, "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*, pp.91–108, Oxford: Oxford University Press, 2004.
- David Little, "The Common European Framework and the European Language Portfolio: involving learners and their judgements in the assessment process", *Language Testing* 22.3 (2005), pp.321–36.

37.2002:

- Lorna Carson, CLCS, Trinity College Dublin, Ph.D. thesis 2006 "Some adult refugees learning English in Ireland: the motivational role of goal-setting and the European Language Portfolio"

David Little has published a number of articles that are devoted to the ELP or refer to it in a substantial way:

- '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)
- 'The European Language Portfolio: structure, origins, implementation and challenges', *Language Teaching* 35.3, 2002, 182–9
- 'Learner autonomy and public examinations', in *Learner Autonomy in the Foreign Language Classroom: Teacher, Learner, Curriculum, Assessment*, ed. David Little, Jennifer Ridley and Ema Ushioda, Dublin: Authentik, 2003, 223–33.
- 'Den Europæiske Sprogportfolio', *Sprogforum* 31, November 2004 [A general introduction to the ELP for Danish language teachers, with a particular emphasis on its pedagogical function]
- 'Democracy, discourse and learner autonomy in the foreign language classroom', *Utbildning & Demokrati* 13.3, 2004 [Discusses the ELP as an instrument of education for democratic citizenship; includes examples of learner work associated with models 11.2001 and 37.2002]
- 'The European Language Portfolio: background, a case study, and an introduction to the CercleS version', *University language centres: forging the learning environments of the future*, Paris, 2002), in CercleS, 2004, [David Little and Barbara Lazenby Simpson]
- 'Learner autonomy and language learning at university: a role for the ELP in research and development', *Zusammenarbeiten: Festschrift für Bernd Voss*, AKS-Verlag Bochum (2005),
- 'Democracy, discourse and learner autonomy in the foreign language classroom', *Utbildning & Demokrati* 2004, [Discusses the ELP as an instrument of education for democratic citizenship; includes examples of learner work associated with models 11.2001 and 37.2002]
- 'The European Language Portfolio: background, a case study, and an introduction to the CercleS version', *University language centres: forging the learning environments of the future* CercleS Conference, Paris, 2002), ed. R. Satchell and N. Chenik, CercleS, 2004, [David Little and Barbara Lazenby Simpson]

- 'Learner autonomy and language learning at university: a role for the European Language Portfolio in research and development', *Zusammenarbeiten: Eine Festschrift für Bernd Voss*, AKS-Verlag Bochum (2005), pp.305–19. [Focuses particularly on the CercleS ELP, 29.2002]
- 'The Common European Framework and the European Language Portfolio: involving learners and their judgements in the assessment process', *Language Testing* 22.3 (2005).
- 'The Common European Framework of Reference for Languages: content, purpose, origin, reception and impact', *Language Teaching* 39.3 (2006)

Italy

Numbers of learners in Italy with an ELP					31 10
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary					
25.2002 Umbria	6785	5571	4000		
26.2002 Piedmont	29408	6173	1984		
Aosta Valley	31	40			
30.2002 Lombardia	2000	3000			
49.2003 Loescher	500	1807	3213		
65.2004 Alto-Adige	410	1216	840		
2.2002 French model			122		
Total primary	39 134	17807	10159		
Secondary I					
25.2002 Umbria	8100	5571	4025		
26.2002 Piedmont	5000		2000		
30.2002 Lombardia	10000	9399	8487		
Piedemonte					
Sicily					
49.2003 Loescher	400	589	414		
69.2005 Alto-Adige	354	140			
Pilot Aosta Valley			82		
44.2003 French model					
Total secondary I	23764	24364	15008		
Secondary II					
25.2002 Umbria	6000				
30.2002 Lombardia	2500				
54.2003 Piedmont	3800	4954	4281		
64.2004 Puglia		3407	2397		
Pilot Aosta Valley	120				
age 15+ CROMO 1)					
1.2000 Swiss model			92		
Total secondary II	12420	8361	6770		
Vocational					
48.2003-IT Sofia	400	226	233		
Pilot Aosta Valley					
Total vocational	400	226	233		
University					
05.2000 Aosta Valley	72				
29.2002 CERCLES					
40.2003 Calabria		300			
Validation pending e-ELP					2)
Total university	72	300			

Adult					
06.2000 Equals/Alte					
54.2003 Piedmont	150	180	132		
Total adult	150	180	132		
Total Italy	73667	51238	32322		

2006-2007-2008 = information so far not available

1) CROMO: Cross-border module on intercultural and meta-cognitive competences to supplement the ELP. It is a two-year project (2005-2007) financed by the national authorities of Austria, Italy and Slovenia. The project "culture" enacts the "boundary-breaking" and "border-crossing" mission it has given itself to foster intercultural dialogue in this historically and culturally sensitive part of Europe

2) Partner project for an electronic ELP (Socrates-Minerva Action: 6 universities in 4 countries, lead Milan University)

The International General Directorate has appointed a Support Group consisting of national ELP experts, practitioners and administrative staff whose mission is to produce materials fostering and enabling ELP implementation in schools, also by providing helpful suggestions to decentralized education authorities.

The Directorate General for International Relations has asked the support group coordinated by Gisella Langé to produce a third downloadable booklet to disseminate good practice experiences both in classroom work with ELPS and in relevant teacher-training and professional development; the continuation of the CROMO project (now in its piloting phase); some regional authorities (Liguria, Campania and the Bolzano Provincial Authorities are in various phases of developing new ELPS).

There are many state of the art pilot and implementation projects under way in different parts of Italy.

In 2006 the idea of a national Portfolio delle Competence has been promoted. The underlying principles are fundamentally different from those of the ELP.

National ELP information web pages on Ministry portal: <http://www.pubblica.istruzione.it/argomenti/portfolio/>
General information on the ELP: www.pubblica.istruzione.it/buongiorno_europa/lingue.shtml

Latvia

Numbers of learners in Latvia with an ELP					08 09 05
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary Pilot young learners			1500 1)		
Secondary II Pilot version 16-18		500			
Vocational Pilot		500			
Adult Validation pending		250			

1) the draft version of this model may be downloaded from the Latvian Association of Teachers of English LATE website

www.late.lv

According to the "Regulations of the Agency of State Language" (Cabinet Regulation No 667, Riga, November 25, 2003) the implementation of the project "European Language Portfolio in Latvia" is one of the Agency's functions.

An ELP Accreditation Commission of Latvia has been founded (Instruction of the Ministry of Education No.244, Riga, April 8, 2005).

Further information under: www.isec.gov.lv, and <http://vva.valoda.lv>

Lithuania

Numbers of learners in Lithuania with an ELP						30 09
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008	
Primary Planned 6-10						
Secondary I Planned up to 16					1000	
Secondary II 73.2006 16-18	1200	1200	1200	1800	3000	
Total Lithuania	1200	1200	1200	1800	4000	

The ELP Language Biography is available under: <http://www.smm.lt> Electronic use is not possible.

At the seventh European Seminar on the ELP in Vilnius in September 2006 a overview "The ELP in Lithuania, 2002- 2006" was presented by S. Skapiene, Z. Mažuolienė, V. Stanevičienė", in the seminar report (D. Little).

Lithuania is a multilingual country. Lithuanian is the chief language of education, but there are schools that teach through Russian, Polish, English, French or German. English is the most popular foreign language followed by German and French. The most popular second language is Russian.

An ELP project team was recruited in 2002. It was decided to start by developing an ELP model for the age group 15+ for a number of reasons e.g. teachers of senior classes are more aware of CEFR levels; self-assessment and the Europass are particularly relevant to learners of this age group; upper secondary education is more in focus; and there is more international experience in designing portfolios for adults.

The ELP itself was piloted in 2002: 1200 copies were distributed to 35 schools. The main objectives were to test the instructions for learners and teachers and the descriptors in languages other than Lithuanian.

From October to December 2005 the Teachers' Professional Development Centre in Vilnius held twelve three days teacher- training seminars for groups of 30 teachers. Seven further seminars are planned, after which ten seminars will be run in different parts of the country.

There are now plans to develop an ELP for school grades 5 to 8 and one for adults. The Ministry of Education plans to support ELP teacher training in 2007 and 2008.

Concluding her report on the use of the ELP V. Stanevičienė made the following points:

"The ELP assigns new roles to teachers and students. It helps students to be independent, active, responsible, motivated and confident, and this allows the teacher to be an advisor, a monitor and a counsellor. Because it gives teacher and students a common goal, the ELP makes it possible to break the old routine of teaching. Time can be found to engage students in systematic reflection; different kinds of evaluation can be used; the practice of self-assessment can lead to autonomous learning; and different teaching styles can be accommodated. The ELP emphasises the importance of cultural awareness in the student's language learning history and supports the development of tolerant attitudes and behaviour and acceptance of other traditions. In short, using the ELP means change, but

“We need all schools to be involved and not just individual learners” (Rolf Schärer), and “Teaching and the ELP should go together” (Radka Perclová”).

Macedonia

Numbers of learners in Moldova with an ELP						15 09
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008	
Secondary I Pilot 10-15	500	500	500			

The Ministry of Education included the development and implementation of the ELP in the national educational development strategy.

At the beginning of 2006 teacher training seminars were held for the 12 schools which pilot the ELP

Moldova

Numbers of learners in Moldova with an ELP						20 09
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008	
Secondary I Pilot version	500	500	500			

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

Montenegro

Numbers of learners in Moldova with an ELP						20 09
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008	

There is a provisional plan to start developing ELP models for different age groups as from 2007

The Netherlands

Numbers of learners in the Netherlands with an ELP					20 11
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary					
33.2003 9-12 UvT 1)	379	600			
Pilot 4-5 Van de Velde UvT					
Electronic model pilot 2)			271 2)		
Total primary		600	271		
Secondary I					
34.2002a SLO		1000			
Electronic model pilot 2)			4095 2)		
Total secondary I		1000	4095		
Secondary II					
34.2002b SLO		1000			
Electronic model pilot 2)					
Total secondary II		1000			
Vocationally oriented					
18..2001* Bve Raad		750			
Electronic model pilot 2)			3167 2)		
Total vocational		750	3167		
Teacher ELP					
Electronic model pilot 2)			952 2)		
University					
Pilot 03 Elmerini UvT					
Adult education					
36.2002 CINOP 3)		2020			
37.2002 Milestone					
Total adult		2020			
Total electronic model			8485	15000 4)	20000
Total Netherlands	379	5370			

Empty boxes = information gap

1) Website: www.trefpunttalen.nl

2) New interactive electronic ELP model on a central host. The figures stated are the accounts in use 31 10 05.

www.europeestaalportfolio.nl Paper ELPs are still in use, especially in some primary schools.

3) Downloadable: www.cinop.nl/portfoliont2 . Actual numbers in use not known.

4) Accounts on website: 31.05.06 12449 – 25.10.06 16959

The Dutch development of an e-ELP is a ground-braking undertaking.

- All Dutch ELP models are considered as part of “members of a portfolio family” living in the same “house”.
- Each learner may open a personal and protected ELP account remaining his/her throughout life
- Sub-models are adapted to specific age and user groups; a “profile-shift function” allows learners to transfer from one to another sub-model without losing vital information
- Teachers are encouraged to open their own ELP teacher accounts, customizing it to their classes
- The e-system has several supporting functions for individual and cooperative learning.
- The architecture allows continuous adding on of sub-models, specific learner profiles, calibrated examples of activities, can do statement scores, evidence records, etc.
- The central server is planned to have an initial capacity for 64000 accounts (36000 closed, 28000 active)

Additional information see website: www.taalportfolio.com

Norway

Numbers of learners in Norway with an ELP					20 1
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Secondary I	30+	180			
Secondary II	30+	180			
Adult	20 - 60				
Total Norway	90	360			

2005-2006 no new information

* 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 June 17 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. The decision has, however, in 2005 been revoked.

In the meantime Norwegian ELP models have been developed and are ready to be submitted for validation in 2006.

Poland

Numbers of learners in Poland with an ELP					28 10
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary					
Pilot 3-6			150		
72.2006 6-10	700	1400	10000	10000	20000
Total primary	700	1400	10150	10000	20000
Secondary I					
62.2004 10-15	650	20000	20000	25000	25000
Secondary II					
76.2006 16+		650	1400	5000	5000
Adult					
6.2000 Equals/Alte		1400	5000		
Total Poland	1350	23550	48800	40000	50000

The Polish ELP has been published by the National Centre of Teacher Education in co-operation with the Ministry of Education and Sport.

The fact that the Ministry of Education finances the project is a kind of recommendation for teachers. Getting ELP models produced and distributed is, however, a too long process. The motivation built up during the pilot phase among teachers and learners is largely lost during the time the ELP is finalised, validated and made ready for implementation.

3500 learners and 150 teachers have received a questionnaire to provide feedback.

Further information: www.codn.edu.pl/portfolio

Portugal

Numbers of learners in Portugal with an ELP						03 10
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est.2007-2008	
Primary						
Primary migrants						
Pilot 6-9				1)		
Total primary						
Secondary I						
20.2001* 10-15 2	2000	2230	1750	3000		
Total secondary I	2000	2230	1750	3000		
Secondary II						
21.2001*	1350	2000	1750			
Total secondary II	1350	2000	1750			
Total Portugal	3350	4000	3500			

1) Piloting in a few classes of pilot schools as from September 2006.

English is now a compulsory subject in primary school in Portugal. For this reason and with the aim of promoting plurilingualism it seems desirable to introduce an ELP including at least five languages: Portuguese, English, French, German and Spanish.

2) To facilitate self-assessment for foreign learners the descriptors have, as a first step, been translated into

three of the most representative migrant languages: Capeverdian Ciroule, Ukranian and Chinese.

The use of the ELP is recommended in the national Curriculum but it is not compulsory. Many teachers still offer some resistance because they think that the use of this instrument means an extra burden.

Further information: <http://www.dgicd.min-edu.pt>

Romania

Numbers of learners in Romania with an ELP						30 0
Educational sector	2003-2004	2004-2005	2005-2006			
Primary						
under development						
Adult						
06.2000* Equals-Alte 1)			2)			
Total Romania						

Empty boxes = information gap

1) The Romanian Equals-Alte ELP version for adults in Romanian, English, French and German was printed in 5000 copies in 2003; 4500 are in circulation,

Throughout 2004 and 2005 the published Equals-Alte ELP (versions for Romania) has been distributed first to all teacher trainers, inspectors, multipliers, cultural institutes and Quest Language Centres.

2) 2005-2006 research project "The introduction of the Language Passport Europass in the Romanian Education System – co-ordinated by the Institute of Educational Sciences at the request of the Ministry of Education.

Russian Federation

Numbers of learners in Russia with an ELP					20 09
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary 28.2002 MSLU 7-10	5650	24700	27000	30000	30000
Secondary I 31.2002 MSLU 11-14	10500	20000	22000	25000	25000
Secondary II 03.2000 MSLU 15+	11700	25000	27000	28000	30000
University 27.2002 MSLU philologists Planned MSLU non-philolog.	2000	5000	5000	5000	5000
Total University	2000	5000	5000	5000	5000
Total Russia	29850	74700	81000	88000	90000

Context:

The Russian Federation (RF) is one of the most poly-ethnic countries of the world. 160 languages are spoken in the Russian Federation. The state language is Russian and there are 25 title languages of national republics. All the languages spoken by the nations/peoples of Russia are protected by the Constitution and by the law of languages adopted in 1998 as part of the historic and cultural heritage of the Russian Federation.

Looking at the Russian Federation as a common educational space today, the task is to foster conditions which promote pluri-lingualism and intercultural competence enabling people to effectively communicate in Russian as a common state language; in the title and official languages of their respective republics; in their native and ethnic languages; in foreign languages of neighbouring countries; in foreign languages of international communication.

Given the many national, ethnic, geographic, historic and climatic differences and the resulting variety of life styles, the elaboration of a uniform solution in that multicultural setting presents a complex task. Therefore, educational standards include Russian at the Federal level and national-regional components for one or several additional languages.

The Russian ELP project has to be seen in this sociocultural and educational context.

The Russian ELP project started in 1998. A total of 88000 copies of four different validated Russian ELP models are currently in use in primary and secondary schools, in specialised languages schools, in lyceums and gymnasiums in 52 cities and towns of the RF. 150 state linguistic universities and linguistic departments use the ELP for philologists.

To support implementation training centres for teacher trainers have been set up in 17 regions of the Russian Federation. These regularly organize lectures, seminars and workshops as part of in-service training. Networks of administrative implementers as well as practicing ELP trainers and teachers are growing throughout the RF.

An overview of developments was presented during the annual CoE ELP seminar in Moscow 2005 – summaries of presentations in Russian, English and French are available in print and in electronic format on a CD Rom.

Serbia

Numbers of learners in Serbia-Montenegro with an ELP					01 1
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary in preparation 9-12/13					
Secondary I in preparation 13-15					
Total Serbia					

No new information

Slovakia

Numbers of learners in Slovakia with an ELP					17 09
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary In planning					
Secondary I 42.2003 11-15	3000	3000	65000	1)	
Secondary II pilot 15+				10000	
Total Slovakia	3000	3000	65000		

The ELP is recommended for the compulsory sector by the Ministry of Education.

The philosophy of the ELP is at the hart of a transformation process in educational language policy. The production of an electronic interactive ELP at a later stage is under consideration.

1) All learners aged 11 received during the school year 2005-2006 an ELP free of charge (offered by the Ministry of Education). The planned teacher training programme could unfortunately not be fully implemented; only about 30% of the teachers were able to participate. The results of using the ELP were predominantly positive as far as initiated teachers were involved. It is possible that the implementation process will continue into the year 2007-2008.

The report on the pilot project 2004-2005 can be obtained from the National Pedagogic Institute:

lomnicka@statpedu.sk

or katarina.bockanocova@statpedu.sk or anna.stankovianska@statpedu.sk.

"As a whole the ELP has been accepted positively as a new instrument of European identity and harmonised the approach to the teaching-learning process, but did not lead to assuming more responsibility for learning outcomes and autonomous learning on students' part. We expect that this new culture of learning and teaching requires a much longer period of use in the process."

Slovenia

Numbers of learners in Slovenia with an ELP					31 10 0	
Educational sector		2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary						
Pilot version	7-9 1	300	350	850	1000	1000
Secondary I						
57.2004	11-15	1250	1400	2000	2500	2500
Secondary II						
age 15+ CROMO	2					
University						
Pilot version		120	200	200	200	250
Adult						
Pilot version		150	200	100	300	500
Total Slovenia		1820	2150	3150	4000	4250

The ELP as such has not yet an official status, although the "portfolio" as 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 assessment and self-assessments of achievement in language learning and teaching.

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.

- 1) There is also an electronic versions of this model piloted
- 2) CROMO: Cross-border module on intercultural and meta-cognitive competences to supplement the ELP. It is a two-year project (2005-2007) financed by the national authorities of Austria, Italy and Slovenia. The project "culture" enacts the "boundary-breaking" and "border-crossing" mission it has given itself to foster intercultural dialogue in this historically and culturally sensitive part of Europe

Spain

Numbers of learners in Spain with an ELP					15 09	
Educational sector		2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary						
50.2003	3-7	4000	4000	4000		
51.2003	8-12	6000	6000	6000		
Total primary		10000	10000	10000		
Secondary I						
52.2003	12-18	2250	2250	2250		
Secondary II						
52.2003	12-18	2250	2250	2250		
Adult education						

59.2004	pilot	6000	6000		
Total Spain	14500	20500	20500	20000	20000

The first experimental implementation phase 2004-2006 will be followed up by a second experimental implementation phase 2006-2008 with a view to wide-spread implementation by 2010.

The results of the first phase have been reported in a consolidated report by the ministry of education providing a summary of the experience gained in the autonomous regions.

During the second experimental implementation phase special attention will be given to

- school projects involving all language departments; broadening out from mere personal initiatives
- intensified information and teacher training both by regional authorities and the Ministry of Education
- broaden the target groups and include inspectors and head teachers for information and training
- develop an electronic ELP to facilitate distribution and reduce printing costs

As up till now the autonomous regions will select the schools involved and will set their individual agenda, e.g.. Andalusia plans to use the ELP throughout a major network of bilingual schools, others, like Madrid will concentrate on a selected and reduced group of schools.

Web page of the Ministry of Education with information on the process of implementation and downloadable ELP models: <http://aplicaciones.mec.es/programas-europeos/jsp/plantilla.jsp?id=343>

Implementation feedback by the Spanish group of developers of the secondary ELP model under: http://www.mec.es/programas-europeos/docs/memoria_experimentacion_secundaria.pdf

Sweden

Numbers of learners in Sweden with an ELP					03 10
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary 60.2004 6-11		10000	1)		
Secondary I 61.2004		10000	1)		
Secondary II 19.2001 rev.2004			2)		
Vocational 19.2001		900	2)		
Adult Pilot version	990				
Total Sweden	2120	20900	3)	3)	

Empty boxes = information gap

Project of the National Agency for School Improvement

1) The ELP was sent out to all schools in Sweden where languages are taught, 6450 copies with CD. It was addressed

to the headmaster to be forwarded to teachers who teach languages. The idea being is that the schools will load the

ELP from the CD to their server for learners and teachers to gain access to an individual ELP.

The National Agency for School Improvement will follow the work with the ELP in a few municipalities to

evaluate

how the concept and the tool work.

2) Schools can now buy a CD with all parts of the ELP which need to be copied; the passport is sold separately.

3) There is so far no information available to estimate how many schools, teachers and learners have been taking up

the opportunities the electronic ELP offers, which can accessed, used and downloaded from local school servers.

There was again a national training event and also quite many teachers seminars about the ELP around Sweden.

Address for orders: <http://www.skolutveckling.se/utvecklingsteman/sprak/portfolio.shtml>

Switzerland

Numbers of learners in Switzerland with an ELP					05 12 0
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary					
26.2002 Piedmont Ticino	50				
30.2002 Lombardia do	50				
age 4-6 Portfolino pilot				198	
age 7-11ELP pilot				794	
67.2005 5 th and 6 th form					
Total primary	100			992	
Secondary I					
67.2005 EDK	1750	7300	6200	13000	20000
Secondary II					
01.2000	20576	16600	9100	10100	5000
Revision in progress					revised edition
University					
35.2002 ELC	250				
Adult					
01.2002 EDK Bern	2000				
06.2000 Equals/Alte					
Total Switzerland	24676	23900	16448	24092	25000

The Swiss Conference of Cantonal Ministers of Education (EDK)

- passed a recommendation to implement the ELP in all sectors of the Swiss educational system in 2001
- agreed on an overall Implementation strategy "Enseignement des langues à l'école obligatoire; strategie et

programme de travail pour la coordination à l'échelle nationale" in March 2004.

The goal is to generalise the use of the ELP I (primary) and of the ELP II (lower secondary) by the 2010. The

ELP III (upper secondary) will be revised – a new time horizon for a generalised use is under discussion.

The ELP is part of a general educational harmonisation project (HARMOS) for the compulsory school sector in Switzerland. The responsibility for the implementation will remain with the 26 cantons.

Implementation preparation has intensified and includes:

- periodic information and teacher training meetings on the national, on regional and cantonal contexts
- reports by practising teachers at feedback and training seminars
- articles in the professional and daily press
- the development of a number of whole schools implementing ELP language policies
- A web information platform on the national level (www.portfoliolanques.ch) and on regional or cantonal levels
(e.g. www.fs-fremdsprachen.zh.ch for the canton of Zurich)
- newsletters (e.g. Le PEL en Suisse romande)
- informal contacts and a first series of seminars with employers and employees
- linking the IEF tool to the ELP

Development work includes:

- piloting of an ELP model for the pre-primary age group 4-6 the "PORTFOLION"
piloting of the ELP I, model for primary schools, age group 7-11
- revision of the ELP model 15+ (1.2000)
- LINGUA-LEVEL: a data bank supported tool, providing calibrated examples to the Swiss IEF descriptors, supporting learners and teachers with self-assessment, assessment and planning.

Turkey

Numbers of learners in Turkey with an ELP					15 0
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary val pending 5-9 Bilfen	150	300			250
Secondary I 79.2006 10-14 Bilfen 80.2006 10-14	300	500	500	750	1250
Secondary II 19.2001 47.2003 15-18	750 750	750	1000	1250	1500
Adult 56.2004 Ankara Univ pilot MoNE/APEC		5000	5000	5000	10000
Total Turkey	1950	7300	12000		

80.2006, 47.2003: The models have been implemented in 10 out of 81 provinces in Turkey by the Ministry of National Education

56.2004: Ankara University, TÖMER has been implementing the model in 5 language teaching centres

79.2006 and pilot model 5-9: have been implemented in the private Bilfen school group

Adult MoNE/APEC model: will be implemented in all language teacher centres for adults in Turkey

It is planned to make the validated ELP models available in an electronic format, have learners download it onto their personal computers for use it a digital environment. E-models for primary and secondary school learners are in progress and accredited ELP models are available under: <http://www.meb.gov.tr>

Doctoral dissertations related to the ELP have been prepared so far.

- İlnur Egel, Anadolu University, 2003, "The Impact of the European Language Portfolio on the Learner Autonomy of Turkish Primary School Students". The findings of the study illustrate that the European

- Language Portfolio is an important innovation in foreign language learning, because it is a tool that assists primary school pupils in developing learner autonomy, a key to life-long learning.
- Sibel Songül Aksu, Ankara University 2004, "The Effect of Learner Autonomy-oriented teacher training programmes on ELP implementations". The findings show that teachers who are trained in accordance with the principles of learner autonomy are more successful, instructive and independent than the others.
 - Dursun Köse, Ankara University 2005, "The Effect of CEF-based Turkish Language teaching on achievement and attitude". The research findings show that there is a significant difference between control and experimental groups. The learners in the experimental group who learn CEF-based Turkish as a foreign language are more successful and have positive attitude to the Turkish language.
 - Bengü Aksu, in progress, "The effect of 'Authentic Assessment' through ELP on teaching English as a foreign language at university prep. schools"
 - Meltem Aktaş, in progress "The role of self-assessment and learner autonomy in teaching Italian as a foreign language"
 - Korkut İşisağ, in progress, "Assessing English speaking skill at B2 level".
 - Selma Deneme, in progress, "Developing reading materials for ELP implementations"

M.A Theses on ELP

- Meral Ceylan, Bilkent University 2006, "The European Language Portfolio as a self-directed learning tool".

Ukraine

Numbers of learners in the Ukraine					28 10
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Primary in preparation 9-12		10	20	60	120
Total Ukraine		10	20	60	120

The project started in 2004 by request of the Ministry of Education and Science of the Ukraine. The research is still proceeding. Involved is a group of children from 9-12 who started learning three foreign languages (English, French, and German) simultaneously at the age of three.

The project is being implemented by the Children's Linguistic Research Centre with the help of the British Council and the Goethe Institute Ukraine.

Comments from psychologists:

"The learners unconsciously feel that the Portfolio makes them responsible for the results of their learning. For most people it is easier to live without responsibility. If our aim is to develop in children self-planning, self-organization and responsibility, we should by certain means let them understand that people who take responsibility are more confident in their future life and therefore happier than others."

"Teachers unconsciously feel that their role will decrease and they will be taken out of the stage. For the child the natural way of learning is watching a Master working and imitating his work, and then possibly making it better. For the Master the natural way of teaching is letting the learner watch his work, repeating and explaining something when asked. If the student hasn't come, the Master continues his job, because works not for the students, but for his clients. He is not dependant from the students. For school teachers everything is much more difficult. If the students learn how to learn, they don't need the teachers so much. If the students don't come to school, the school teachers lose their job. The school teacher is dependant from the student. The only way for the teacher to be important for the student is to become a Master and be happy. When a child sees a happy person, he/she starts to do everything like this person, because the child also wants to be happy. Unfortunately, most of the teachers in my country

say they are not happy. How can they expect that the children will follow them? So, when the children realize the real role of the ELP, they will follow the Masters, not the teachers. To move the ELP forward we must first work with the teachers, the students will find their way themselves."

United Kingdom

Numbers of learners in the UK with an ELP						03 10
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008	
Primary 08.2001 5-11 1) 70.2006 2) 41.2003 3) Total primary	19166	3372	1250	4971	5000	
Secondary II 09.2001 4)						
Vocationally oriented 5) 09.2001 CILT under revision	4800	3475	4000			
Adult education 09.2001 CILT under revision	5600					
University 09.2001 CILT	2220					
Total UK	20280	1800	9000			

Empty boxes = information gap

- 1) The junior ELP may be downloaded free of charge from: www.nacell.org.uk/elp
 Visits to the Junior ELP pdf download page www.nacell.org.uk/resources/pub_cilt/portfolio.pdf:
- 2) Revised edition, reflecting educational developments. A new function makes it possible to fill in the passport section electronically. The revised model provides a link to the notational self-assessment scheme "The Languages Ladder – Steps to Success".
 The revised ELP model was formally launched at CILT's annual primary language learning conference and exhibition, the Primary Languages Show, in March 2006 (attended by more than 600 delegates).
 Further information: <http://www.cilt.org.uk/primary/elp.htm>
- 3) Northern Ireland model for learners in primary school – no new information available
- 4) Also used in Bulgaria by the European Centre for Education and Training.
- 5) The numbers quoted for 2003-04 and 2004-05 are sales figures only. Statistics for 2005-2006 onwards are estimates as the current version has not been available in hard copy since the end of 2004, pending revision of this model. Website statistics indicate a wider use of the adult ELP from January 2005 (when the current edition was placed on-line as a downloadable document)
 Downloads: http://www.cilt.org.uk/qualifications/elp/language_passport.pdf

http://www.cilt.org.uk/qualifications/elp/language_biography.pdf
http://www.cilt.org.uk/qualifications/elp/dossier_section.pdf:

Related development: Lingu@net Europa – the online language resource centre: www.linguanet-europa.org

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.

International Non-Governmental-Organisations

CERCLES

Numbers of learners with a CERCLES ELP					15 12
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Higher education 29.2002		1160 1)		1200	
Total CERCLES		1160		1200	

The CercleS ELP is distributed to language centres in higher education through its international association network. www.cercles.org

The Language centre of the University of Padua, Italy has experimented with over 1000 students for 6 languages and collected feedback through a questionnaire. A report will be made available shortly.

ELP activities have also been reported from the Slovakian national association of CercleS as well as from Ireland.

Eaquals/Alte

Numbers of learners with and Eaquals/Alte ELP					15 12
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Adult 06.2000 1) 06.2000 (05) e-ELP 2)	1800	16000			
Total Eaquals/Alte	1800	16000			

1) The model is available to all member organisations of Eaquals.
It has been translated in a number of different languages.

2) The new electronic ELP application is downloadable from www.eELP.org free-of-charge in English and French.

It contains the linguistic passport component of EUROPASS. The eELP will run on Windows, Macintosh and

Linux.

The eELP website enjoyed around 300 views per month in 2005 and a total of 23487 visits from 110 different countries.

ELC - European Language Council

Numbers of learners with and European Language Council ELP					15 12
Educational sector	2003-2004	2004-2005	2005-2006	2006-2007	Est. 2007-2008
Higher education 35.2002	1300	730	1000		

Universities enjoy autonomy and independence and so does each faculty, department and professor.
The ELP is mentioned in the recommendations of the Thematic Network Project in the Area of languages TNP 1 and 2 of the European Commission for Higher Education (further information: www.fu-berlin.de/elc/en/tnp.html).

Downloadable:

German version: <http://www.fu-berlin.de/elc/portfolio/index.html>

Danish version: http://www.sprog.asb.dk/ol/ELP/tekster_download.htm

Spanish version: http://www2.unil.ch/cdl/PEL_CEL_Espagnol/Accueil.html