



HOW TO COMPILE THE VARIOUS COMPONENTS OF A EUROPEAN LANGUAGE PORTFOLIO

European Language Portfolio Templates and Resources

How to compile the various components of a European Language Portfolio

A) Much to be learned from the experience already acquired

Since it was set up in the year 2000, the Validation Committee has validated 118 different European Language Portfolio (ELP) models, covering a very large percentage of the educational and teaching contexts in Europe and the different possible types of users. These models offer a wealth of ideas and experiments on which any new ELP developer can draw. Of course, the Committee's recommendation that a new ELP should make use of the components of already validated models does not mean an end to the collective effort to improve the existing models. Quite the opposite: adopting already validated parts or sections should prompt more focused reflection on adapting those components to the socio-linguistic and educational context, and on the specific objectives behind the drawing up of a new model.

B) Borrowing parts of validated ELPs: possibilities and conditions

There are two types of useable resources available to developers of new ELP models:

- templates available on the ELP site (<http://www.coe.int/portfolio>) for certain ELP parts or components (Language Passport for adults or young users; learning to learn; intercultural dimension, etc.);
- validated ELP models.

A number of validated models are available on the ELP website, and most can be consulted at the ECML or obtained from the publishers or developers of the models listed on the ELP site.

When consulting these models, particular attention should be paid to:

- their similarity with the target users,
- the experience acquired with this model, documented on the site,
- and the date of validation, insofar as progress in the design and use of ELPs has gradually been incorporated in the models developed and revised over the years.

The models are subject to the rules governing intellectual property. For example, use of part of an ELP model presupposes authorisation from the developers/publishers and an explicit reference in the new model to where this component has come from.

It should be borne in mind that certain essential components of the ELP, such as the self-assessment grid and the Council of Europe logo, are the property of the Council of Europe, and approval for their use must be obtained and the copyright reference included. In addition, the origin of the descriptors in the checklists for self-assessment must be indicated.

C) The registration procedure

Registration is based on self-declaration: you declare that your model conforms to the ELP Principles and Guidelines. The procedure involves confirming that your model possesses the required features by answering a simple questionnaire. In addition the registration form asks for information about you, the developer, and the target group for which the model has been developed, and you are required to make your model available for others to see.

In order to register your model (see also the web page [How to register an ELP model](#)):

1. Read the **Introduction to the form**: this takes you through the questions on the Registration Form and explains how they relate to the ELP Principles and Guidelines.
2. **Request access to the registration form.**
3. Once access has been granted, complete and submit the online **Registration Form**.
4. The Language Policy Division of the Council of Europe will check the registration and, if there are no problems, send you the registration number for the model and access to the logos that should be added to your model.
5. After you have added the registration number and the logos, you can **confirm the registration** and submit the final version of the model.
6. Your model will then be added to the list of registered models and made available for consultation on this website.

D) Responsibility of developers in terms of the quality of the new model

Developing a new ELP model which makes use of already validated models clearly requires some measure of adaptation and an assurance of consistency between the different parts of the model.

This presupposes:

- translating the entire model into the language or languages of schooling and/or the mother tongues of users, in addition to at least one of the two official languages of the Council of Europe;
- taking account of the socio-linguistic context to ensure that the model contains, in one form or another, all the national, regional or minority languages relevant to the context, and that the use and learning of those languages are explicitly promoted;
- recognition of the learners' practical use of the language, for example by limiting the number of competence descriptors for each level in the self-assessment checklists but illustrating each of these descriptors using examples which make explicit reference to this experience of learners;
- verification of the consistency in the terminology used throughout the model, bearing in mind that certain terms (title and name of the different parts of the ELP, sections, language activities, etc.) are laid down by the Council of Europe and that the official translation of the self-assessment grid in the language in question, given on the Council of Europe site, must be used;
- consistent use of all the ELP parts in the competence levels (consistency between the language profiles and checklists), the languages used, references to the different parts (for example, between the different components of the Language Biography and the Language Passport);
- harmonisation of the format and presentation of the different components so as to form an identifiable whole.

Naturally, care must be taken to ensure that the components of the new model satisfy the requirements set out in the Principles and Guidelines:

- there must be three separate parts (Language Passport, Language Biography, and the Dossier);
- acknowledgement of the ELP's European dimension (Council of Europe logo, inclusion of the self-assessment grid; exclusive reference to the CEF competence levels; presentation of the role of the Council of Europe, etc.);
- (to be completed)

Although it is conceivable that not all the ELP components will have the same level of importance in a particular model, in order to take account of the context or the specific objectives of how it is to be used, it is important that each Language Biography is geared to:

- developing learner autonomy through learning self-assessment, reflection on ways of learning and using the language, encouraging the setting of realistic objectives and verifying that they have been achieved;
- education in linguistic and cultural diversity and reflection on intercultural experiences;
- plurilingualism, in particular by ensuring that all parts of the ELP are useable and relevant for all the languages known or learned, whether in a formal or informal setting, and that the ELP gives strong encouragement for grasping the reality and importance of individual plurilingualism.

There are several documents on the ELP site which will be of major assistance to developers in this regard:

- “The most frequent errors to be avoided when developing a new ELP model”
- “The European Language Portfolio: where pedagogy and assessment meet”
- “Taking account of plurilingual and intercultural competence in European Language Portfolios”

E) Steps to be taken before developing a new ELP model

The following steps reflect the necessary discussions and work that must take place when developing a new ELP model. Many of the questions raised appear in the procedure for registering the new model.

Developers must clearly identify:

1) The need for developing a new model

In general terms, it is essential to set out why this new model is to be developed: to meet the needs of a target group not covered by other models in the country or region, improving certain components of an existing model for the same users, revision of this model after it has been used for a number of years, etc.

2) The specific needs raised by the users concerned and the usage context.

Any such needs should give rise to specific approaches. They may relate to:

- user age (possible consequences for the presentation, wording of instructions and sections, examples illustrating the competence descriptors, etc.);
- the specific nature of the learning situation (with possible consequences for the respective emphasis on formal and informal learning approaches, the nature of the descriptors in the checklists, the content of the types of reflective tasks, etc.) ;
- the specific socio-linguistic context (with consequences for the choice of languages used in the instructions, examples and illustrations, etc.)

3) the particular aims of the anticipated use of the ELP model:

Here, reference should be made to the section “[How to develop an ELP model](#)” on the ELP website.

Every ELP model must include all the necessary components of the Language Biography, but depending on the priorities laid down, there may be many significant consequences for the development of the model.

To give a few examples,

- priority assigned to the synergy between the user's different experiences of language learning may mean placing more emphasis on metalinguistic reflection about how the language works, on learning strategies that can be transferred from one language to another, on structuring linguistic knowledge that will make it possible to network lexical, morphological or syntax elements, etc.
- priority assigned to promoting multilingualism in the socio-linguistic context could give rise to a larger number of sections focusing on reflection on this environment, on the practices which take advantage of this diversity and the resources made available by an individual plurilingualism, on mediation activities and the strategies implemented in this practice, etc.
- priority assigned to developing learner autonomy may result in particular emphasis being placed on thinking about learning strategies and learning situations, setting objectives and self-assessment, etc.
- priority assigned to intercultural education will result in many sections encouraging reflection on personal contacts, both direct (meetings, personal events) and indirect (texts, literature, research, etc.) and an approach encouraging awareness of behaviour, attitudes and strategies.
- etc.

F) Identifying the relevant components in the validated ELP models and the templates available on the ELP website

For each of the three parts of the ELP model, in line with the above points, developers should be able to formulate clear answers to the following questions:

1) Language Passport:

Does the model adopt the standard Language Passport for adults or the Language Passport template for younger learners?

If it does not, is it necessary

- to add pages or parts, which will therefore not carry the Council of Europe logo?
- or to modify some of these parts from one of the documents concerned, which would mean that it was not possible to adopt the standard Language Passport for adults?

2) Language Biography:

For each of the components of the Language Biography listed below, the following information should be provided:

The sections organising this presentation or encouraging this reflection are taken from ELP model(s) No(s).

Other sections should be created, setting out what is unique and the following characteristics:

- a) Presentation to the user of the different parts of the Language Biography
- b) Presentation of the user
- c) Presentation of the particular language learning situations by the user
- d) Reflection on linguistic and cultural diversity in the immediate environment
- e) Self-assessment of competence levels
- f) Setting language learning objectives
- g) Reflection on learning strategies
- h) Reflection on mediation
- i) Reflection on direct or indirect intercultural meetings
- j) Promoting plurilingualism

- k) Explanation of the competence levels in one or more languages, when these are not easy for the user to identify with the help of the checklists (languages of schooling, languages of origin, etc.) or in the part describing the linguistic profiles in the Language Passport (for example, when these linguistic profiles are limited to certain competence levels for younger learners)
- l) Consideration given to the required frequency of use of the different sections

3) Dossier

The table of contents in which users enter the items included in the Dossier is taken from model No. ...

Any modification to the different functions of the Dossier is based on model(s) No(s). ...

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