

# **THE USE OF THE EUROPEAN LANGUAGE PORTFOLIO IN LANGUAGE TEACHING**

## **RESULTS OF A SURVEY**

by

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The use of the European Language Portfolio in teaching languages

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## The use of the European Language Portfolio in teaching languages

### 1. Introduction

Since the official launch of the ELP on a pan-European level during the European Year of Languages in 2001, many specific ELPs have been developed covering different types of learners and different languages. ICC- The European Language Network have been involved in the development of ELPs in a couple of projects, of which the Lingua Peace Europe project, developing language training and reference materials for peace keepers [www.linguapeace-europe.net](http://www.linguapeace-europe.net) (1/10/2003-30/09/06) received one of the 10 Helsinki Awards 2006 for best practice. Another successful development the ICC was involved in was the development of a digital language portfolio DilaPort. This project was funded by Leonardo da Vinci (1/10/2003-30/09/2005) [www.dilaport.utu.fi/welcome.htm](http://www.dilaport.utu.fi/welcome.htm).

There have also been a number of ELPs developed by ICC Member Organisations. A list of validated portfolios can be found on the Council of Europe's website:

[http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main\\_pages/portfolios.html](http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/portfolios.html). In addition there are a great number of ELPs, which have been developed that have not been validated.

The assumption made by the project partners of activELP [www.activELP.net](http://www.activELP.net) was, that many good approaches have been made to develop ELPs, however they don't seem to be accessed by either groups or individual learners.

All project partners are already involved in different kind of networks dealing with ELP and promoting the idea of ELPs in Europe.

The ICC is co-operating with the Thüringer Landesverband der Volkshochschulen' and Hueber publishing house who have published the Thuringian language portfolio for adults.

In Thuringia portfolios have been implemented on primary and secondary level in schools. In North Rhine-Westphalia and Hesse portfolios are used in some secondary and primary schools, but it is on a voluntary basis.

In Nuremburg they are testing the implementations of ELPs in secondary modern school level. Hueber publishing house has offered about 60 seminars and information workshops so far for various regions, however it is difficult to reach a great number of trainers. According to Gary McAllen from Hueber publishing house, 2000 teachers of 100000 teachers in adult education have been reached so far.

The goal of the activELP project, *Mentors Activate European Language Portfolio through Multimedia*, therefore is to develop a European Teacher Training Programme with guidelines for the implementation of ELPs in Europe.

## 1.1 Conduct and aims of the survey

One of the main goals of the survey was to determine previous knowledge about ELPs on one hand and on the other hand the use of technology, specifically the use of interactive whiteboards which will play a major role in the training programme. The questions were also aimed at giving insight into possible barriers individuals or institutions encounter when implementing ELPs in their teaching.

The survey was developed in two languages, German and English, in order to address a wide range of people concerned with language teaching, working in different organisations and positions – public and private language schools, Universities and in companies as language teachers. 70 colleagues were addressed by an individual letter asking them to fill in the questionnaire online via [www.surveymonkey.com](http://www.surveymonkey.com) and to pass it on to other teachers and colleagues as well.

The number of responses was remarkable, as we received 77 responses on the English questionnaire and 54 responses on the German questionnaire. However, it is difficult to give a total number of recipients of the questionnaire, as it was passed on by colleagues addressed and we have not trace of how many were sent on to whom. There were also links to the survey on the ICC and various other websites.

The survey therefore does not claim to be representative, but it reflects an overall tendency of acceptance and readiness for implementing ELPs into 'every day training' and the use of technology respectively interactive whiteboards in language teaching.

Additionally six telephone interviews have been carried out with decision makers, teachers and teacher trainers regarding the implementation of portfolios in their organisations. 150 printout questionnaires had been distributed at two big conferences, however none of them had been sent back.

The results of all answered online questionnaires and related interviews (one recorded on video) are attached in the Appendixes I – VI.

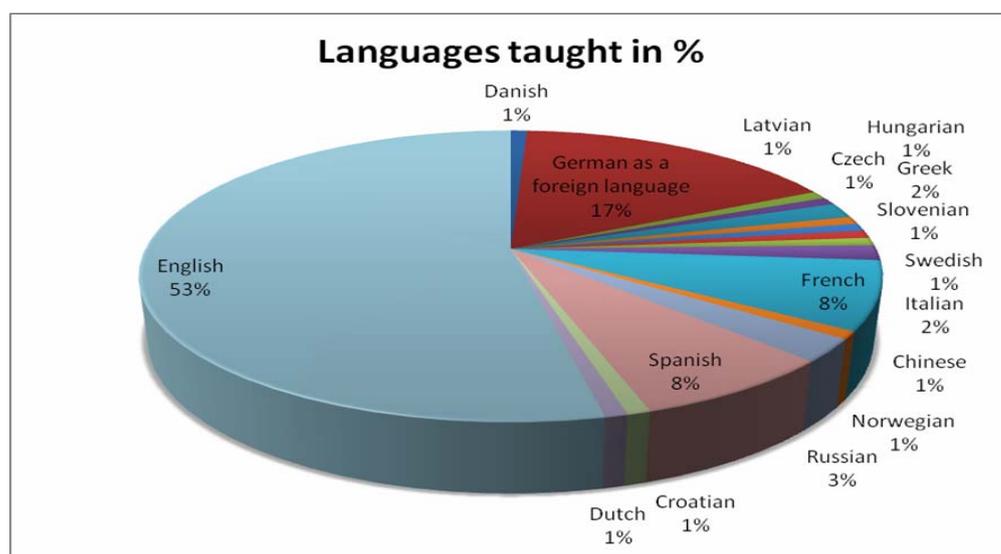
## 2. Summary of results

### 2.1 Age group and teaching experience

The majority of respondents were over 30 years old, mostly between 30 and 50 years and quite a large percentage 50 years and over. Most respondents were experienced teachers with 15 years + of teaching experience.

### 2.2 Languages taught

English was the most taught languages amongst the respondents, closely followed by German, French and Spanish. Other languages taught were:



## 2. 3 Knowledge about existing portfolios

54% of respondents knew that there are portfolios available in their country, about 40% did not know. Additional comments made in the survey showed very different experiences and different backgrounds of people who took the survey.

Some stated that they had never heard of ELP whereas others found them good and comprehensive and have already applied them in their teaching with kids. One respondent was actually in the team of the ministry developing portfolios. Others expressed their scepticism stating that the use of EPL in language teaching is too bureaucratic and time consuming and takes away from the valuable language teaching time.

## 2.4 The Use of ELP in Language Teaching

It was remarkable, that quite a number of respondents skipped the question. However the great majority in both questionnaires (German and English) responded that they didn't use ELP in their teaching. The obvious reason is that quite a number of respondents either didn't know what it was or were not familiar with ELPs.

People familiar with ELPs commented that they sometimes use ELP as a reference; some present it to their classes so they know roughly what it is. One respondent commented that ELP is great to use with students because it helps develop their analytical skills and enables them to check their progress themselves. Some respondents would take parts of the ELP they like and use it as an 'idea'. A quite frequent comment was that it would need a lot of persuasion for the students to use this system. It was critically remarked that the portfolio implies an overemphasis on self assessment and perception.

## 2. 5 Parts of the ELP mostly used

Since the majority of respondents have never used a European Language Portfolio the question was not applicable for them. Of those who responded, the Passport was the most highly rated of all parts of the ELP used in language teaching. According to the English responses 14% considered the Dossier as most useful in language teaching whereas the respondents in the German questionnaires rated the Passport highest (19 %).

### Responses in English

Passport		9.9%	7
Biography		11.3%	8
Dossier		14.1%	10
<b>Not sure</b>		<b>64.8%</b>	<b>46</b>

### Responses in German

Sprachenpass		18.8%	9
Sprachenbiographie		4.2%	2
Dossier		6.3%	3
<b>Keines</b>		<b>70.8%</b>	<b>34</b>



## 2. 6 Most useful parts of the ELP for language teaching

Since the majority of respondents have never used a European Language Portfolio, 65% could not answer this question or were not sure about the most useful parts for language teaching.

There was a discrepancy between the responses in English (EN) and in German (DE). The parts mostly used were the dossier (EN 14%, DE 6%) and the Biography (15% DE / 11%EN). The German respondents found the Passport most useful for their language teaching (DE 19%, EN 10%).

## 2.7 Improvement of the quality of language teaching through ELP

The majority of respondents assume that the use of a European Language Portfolio can improve the quality of language teaching. A great number of the respondents did not know whether it can improve the quality of language teaching. The comments made ranged from 'not necessarily and not in its present form'. Some see a possibility if it is used in a scaffolding form. A few remarks were on the unfamiliarity of the portfolio concept. One statement was that it always depends on how familiar the teacher is with the concept. One comment was made that one could do the same self-assessment and self learning emphasis without all the formality. Another remark made was: ELP makes students aware of what they can do at a certain level, emphasis on achievements not failures. One respondent thought it was particularly useful for young learners.

## 2.8 Benefits of using ELP in language teaching

The estimates of which the benefits of using a European Language Portfolio in teaching a foreign language would bring were fairly well balanced between: European Language Portfolios foster learner autonomy, Tool for Life Long Learning and European Language Portfolios can provide feedback for the development of the curriculum and the monitoring of the educational system. Among the German respondents there was a slight tendency towards the latter benefits mentioned. A few comments were made as regards to means of motivation, help the teacher and enhance learner autonomy. It was also commented that only the overly disciplined students will apply. Another remark was: "Designed by teachers and researchers who are engrossed in pedagogical theories."

## 2.9 Attitude towards the implementation of ELPs in teaching

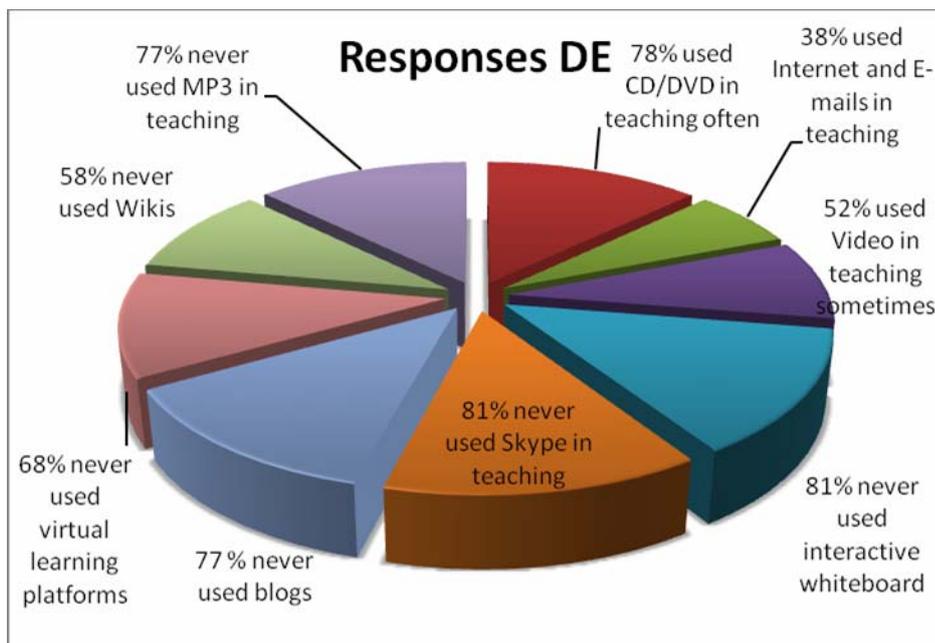
The majority of respondents (EN 56%, DE 52%) stated they would like to use the European Language Portfolio in their teaching; the rest (35%) is not sure. Comments made were that respondents would like to know more about them, others don't see a reason why not use them. Some already use ELPs regularly in their teaching. Others would prefer to use it selectively and purposefully. For classes that have been running for a while it would be useful and should be a good tool to give people a sense of a 'broader picture'. The implementation of self-assessment is considered as extremely useful by one respondent. Another respondent has not used it him/herself, but has heard from those who have used it and they believe it's too complicated and time-consuming. One person would not want to use ELPs in teaching, stating: "...," *language is living and should not be categorised and should not be become bureaucratic.*"



## 2. 10 Technology used in language teaching

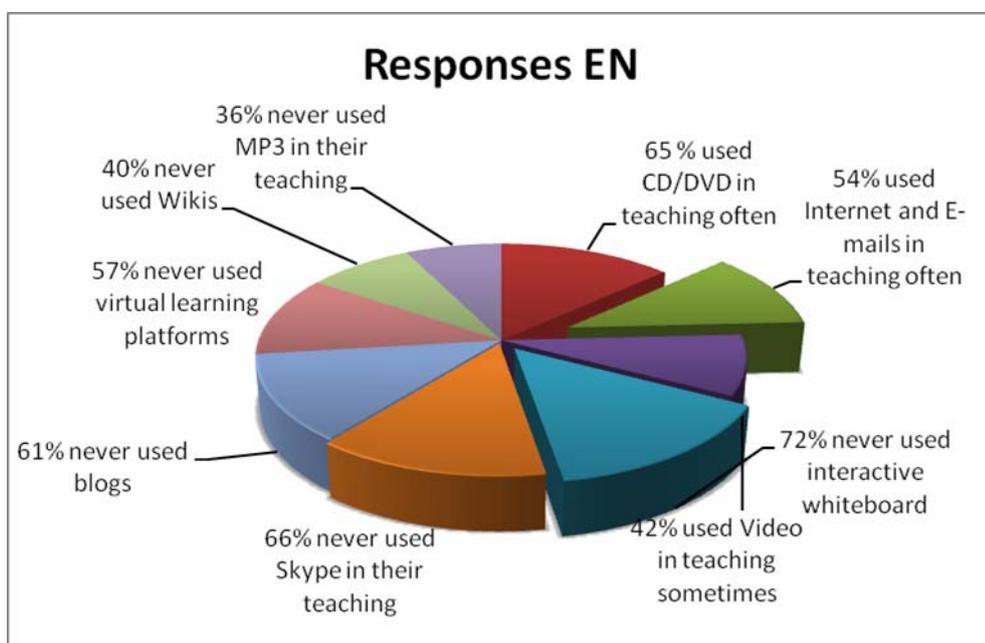
A number of respondents did not reply to this question.

There were a few comments in regards to tools that had not been mentioned in the table: Yahoo messenger, Multimedia and lap tops for collaborative writing, Bp/Wb+OHP+Flash cards + Newspapers/ articles,/novels/TV/ radio etc. messengers, Podcasts, Second Life, messengers, some use forums and virtual classrooms. A special remark was made, that somebody uses Humour/ Short Stories/Games: Not everything has to be focused on interactive communication.



## 2.11 The use of interactive whiteboards

The majority of respondents (EN62%, 48% DE) would like to use an interactive whiteboard in their classroom. Quite a number of respondents is not sure whether they wish to use an interactive whiteboard or not (EN 27%, 45% DE), only a few stated clearly that they would not use one. A number of respondents commented, that they did not know what an interactive whiteboard was or what it implied or had no experience in the use of whiteboards. One fear expressed was that students could ruin the board. One respondent welcomed the benefits of a whiteboard as s/he had a lot of material on the computer that could be displayed on an interactive whiteboard.





### 3. Conclusion

The majority of respondents are very experienced teachers. The design of the questionnaire made it difficult to respond for a number of them as it implied that it didn't matter whether people were familiar with Language Portfolios or not. However, quite a few questions aimed at the use and benefits of language Portfolios or asked about the parts of ELPs used in teaching, which could not be answered by people who were not familiar with ELPs. Therefore a number of questions were skipped towards the end of the questionnaire.

The outcomes demonstrate that there is still a lot to be done with regards to familiarizing teachers and students with the ELP concept. As results show even though a great number of respondents don't know much about ELPs the majority is curious and interested in learning more and implementing it in their teaching.

Another aim of the questionnaire was to find out about teachers' use of technology and specifically about their use of interactive whiteboards.

We received a fairly clear picture that the great majority of respondents have not used interactive whiteboards in their classroom and even though there seems to be great interest in working with interactive whiteboards in the classroom, we cannot assume that they will be facilitated by adult education associations in Germany within the near future.

The involvement in the question about the implementation of ELPs in Germany lead to the idea of making telephone interviews to find out more in detail.

The results of the telephone interviews attached to this survey give an exemplary overview about the efforts made and the barriers encountered as regards to the implementation of the ELP in Germany.

The research made was limited to adult education and did not include the school sector. This would be an interesting task to follow up.

The people interviewed are language teachers in adult education, publishers and directors of studies, responsible for teacher training, course programmes and curriculum developments. The feedback received was that the implementation of Language Portfolios worked extremely well in *Integration Courses*; for which specific portfolio related modules were especially designed. The organisers reported that the implementation took longer than expected, but towards the end of the course it was very easy and the students were happy to receive a documentation of their achievements which they had been working on themselves.

In this case the students had no choice as portfolios were part of the teaching.

Dr. Erich Zehnder, VHS Verband Rheinland Pfalz follows a similar approach by offering courses with specific tuition which are more costly compared with other courses, however include the portfolio, needs analysis and individual supervision about progress and achievements.

The major concern to integrate ELPs in everyday teaching seems a lack of time as it is considered very time consuming as well as a general lack of motivation to get started with it. Teachers often anticipate their students' needs and state that their students don't want or are not interested in portfolios without having actually asked them and decide for their students not to use them.

The challenge will be that decision makers see the benefits of the portfolio for their learners and find ways to raise interest.

Meanwhile the majority of adult education centres have implemented the Common European Framework of Reference in their programmes which is an important stepping stone towards the implementation of ELPs.

With the new generation of modern course books however, where parts of ELPs are already implemented teachers as well as students are gently familiarised with the concept of ELPs.

Christel Schneider, 13 May 2008

## Results of Online Survey (EN)

## Appendix I

### The Use of the European Language Portfolio in Teaching

The survey was carried out via [www.surveymonkey.com](http://www.surveymonkey.com)

77 respondents started the survey, 72 (93,5%) completed all questions.

### I. Questions to Language Teachers (before the use of the European Language Portfolio)

Thank you for taking your time to take part in this survey.

This questionnaire aims to collect data for a European Union project (2008-2009) regarding the use of the European Language Portfolio (ELP) in teaching a language through multimedia.

Please note, that your response will remain anonymous. All personal details will be kept strictly confidentially.

Your Project Team

#### 1. Your age group

75 responded questions, two skipped questions.

20 - 30		20.0%	15
30 - 50		45.3%	34
50 or more		34.7%	26

#### 2. Your teaching experience

76 responded, one skipped response.

1 - 5 years		6.6%	5
5 - 15 years		31.6%	24
15 or more years		61.8%	47

#### 3. Which language(s) are you currently teaching?

74 responded, three skipped question.



#### 4. Are there any European Language Portfolios available for teachers in your country?

76 responded, one skipped question

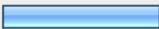
yes		53.9%	41
no		6.6%	5
I don't know		39.5%	30
Your comments 			9

#### Comments:

- Never heard of ELP
- As we teach we try to follow European Qualification structures
- Very administrative self assessment
- Good, comprehensive ELP for adults
- Was part of ministry team creating portfolio
- Kiddy and secondary version
- Very interesting
- Verband Österreichischer Volkshochschulen

#### 5. Do you use a European Language Portfolio in your teaching?

67 responded question, ten skipped question.

Yes		28.4%	19
No		71.6%	48
Your comments 			12

#### Comments:

- I think ELP is great to use with students. It helps develop their analytical skills and check their progress themselves.
- I'm not familiar with ELP
- I don't know what a European Language Portfolio is
- Sometime as a reference
- See above
- At least I am not aware if I do
- I usually present it to the class so they know about its existence and roughly what it is all about.
- Overemphasises self assessment and perception
- Not always, but consider criteria of evaluation
- I shop the things I like best, but always use the 'idea'.
- Needs a lot of persuasion for the students to use it.



## 6. What parts of the European Language Portfolio do you use?

65 responded, twelve skipped question

Passport		10.8%	7
Biography		13.8%	9
Dossier		10.8%	7
<b>N/A</b>		<b>64.6%</b>	42

## 7. Which part of a European Language Portfolio is the most useful in language teaching?

71 responded question, six skipped question.

Passport		9.9%	7
Biography		11.3%	8
Dossier		14.1%	10
<b>Not sure</b>		<b>64.8%</b>	46

## 8. Do you think the use of a European Language Portfolio can improve the quality of language teaching?

71 responded, six skipped question.

Yes		46.5%	33
No		4.2%	3
<b>I don't know</b>		<b>49.3%</b>	35
Your comments			11

### Comments:

- Possibly – if used in a scaffolding manner
- Never heard of this before
- I am not familiar, this is new to me.
- Not in its present form
- Not necessarily
- Europe is the future! Not the individual countries
- Is it a system that unifies language teaching in Europe?
- You could do the same self-assessment and self learning emphasis without all the formality
- Maybe
- It depends on how familiar teacher is with it.
- Makes students aware of what they can do at a certain level, emphasis on achievements not failures.



### 9. What are the benefits of using a European Language Portfolio in teaching a foreign language?

49 responded, 28 skipped question

European Language Portfolios foster learner autonomy		32.7%	16
<b>Tool for Life Long Learning</b>		<b>34.7%</b>	17
European Language Portfolios can provide feedback for the development of the curriculum and monitoring of the educational system.		32.7%	16
Other(s) (please specify)			14

#### Comments/Other(s):

- All three (twice)
- I don't know (five times)
- I don't know what it is
- No comment (twice)
- Help teacher?
- But only the overly disciplined students will apply it. Designed by teachers and researchers who are engrossed in pedagogical theories.
- Is means of motivation

### 10. Would you like to use a European Language Portfolio in your language teaching?

71 responded, six skipped question

Yes		52.1%	37
No		12.7%	9
I don't know		35.2%	25
Your comments			11

#### Comments:

- I use it regularly.
- I would like to find out more about it and try it.
- Why not?
- It's not generally useful for the clients I teach
- Possibly
- I have heard from those who have used it and they believe it's too complicated and time-consuming.
- Should give people a sense of broader picture
- Maybe, I would need to know the content.
- Why not? Especially for classes which have existed for several years
- Knowing the levels with the help of the self-assessment grid is extremely useful
- Selectively, purposefully

## II. You and Technology

*In this section we would like to know about your use/application of technology*

### 11. Please click on the appropriate response for tools that you use in your language teaching.

*70 responded, seven skipped question.*

	often	sometimes	seldom	never	Response Count
Internet	<b>54.4% (37)</b>	36.8% (25)	4.4% (3)	4.4% (3)	68
Email	<b>47.8% (33)</b>	24.6% (17)	17.4% (12)	10.1% (7)	69
Wikis	12.1% (7)	31.0% (18)	17.2% (10)	<b>39.7% (23)</b>	58
Blogs	8.2% (5)	13.1% (8)	18.0% (11)	<b>60.7% (37)</b>	61
Interactive Whiteboards	4.9% (3)	14.8% (9)	9.8% (6)	<b>72.1% (44)</b>	61
Videos	23.2% (16)	<b>42.0% (29)</b>	23.2% (16)	11.6% (8)	69
CD	<b>65.2% (45)</b>	27.5% (19)	4.3% (3)	2.9% (2)	69
MP3	23.4% (15)	23.4% (15)	17.2% (11)	<b>35.9% (23)</b>	64
Virtual Learning Platforms	17.7% (11)	12.9% (8)	12.9% (8)	<b>56.5% (35)</b>	62
Skype	12.5% (8)	6.3% (4)	15.6% (10)	<b>65.6% (42)</b>	64
Other(s) (please specify) <input type="button" value="view"/>					9

#### Comments/Other(s):

- Multi media and lap tops for collaborative writing
- I'll be using more of these soon!
- Bb/Wb+OHP+Flash cards+ Newspapers/articles/novels/TV/radioa etc.
- Computer Aided Language Learning
- Messengers
- Podcasts, Second Life
- Humour/ Short Stories/ Games: Not everything has to be focused on interactive communication
- Forum
- Virtual Classrooms

**12. Do you know if an interactive whiteboard can be used in language teaching?**

68 responded, nine skipped question

Yes		63.2%	43
No		2.9%	2
I don't know		33.8%	23
Your comments			9

**Comments:**

- Webtrain, Adobe Connect, Spreed, Instant Presenter
- It can't be used – we don't have one at my institution.
- High cost for institution on tight budget/ training requirement.
- I know what it is, but not much more really.
- Hello Powerpoint presentations: I find language teaching more interactive without all the electronics.
- What is the difference between 'no' and 'I don't know'?
- I have no idea how to use such a tool.
- Have no access to one.

**13. Would you like to use an interactive whiteboard in your language teaching?**

69 responded, eight skipped question

Yes		62.3%	43
NO		10.1%	7
I don't know		27.5%	19
Your comments			4

**Comments:**

- I am just finishing a Lancelot course.
- I heard one teacher say though that students in his school ruined the board by using the wrong pen with it. This would be a big problem in my school... abuse of resources.
- Yes, if we have that interactive whiteboard.
- I don't know what it implies.

## Results of Online Survey (DE) Ergebnisse einer Online Umfrage

## Appendix II

### Einsatz von Sprachenportfolios im Sprachunterricht

Die Umfrage wurde mittels der ‚SurveyMonkey‘ Software durchgeführt:  
[www.surveymonkey.com](http://www.surveymonkey.com)

*54 respondents started the survey, 45 (83%) completed all questions.*

*54 der Befragten haben die Umfrage begonnen, aber nur 45 haben sie zu Ende geführt.*

### I. Fragen an Sprachlehrkräfte (vor dem Einsatz des Europäischen Sprachenportfolios)

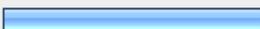
Herzlichen Dank, dass Sie sich die Zeit nehmen, an dieser Umfrage teilzunehmen. Die Daten, die in dieser Umfrage erfasst werden, dienen einem EU Projekt (2008-2009), das die Nutzung von Europäischen Sprachenportfolios (ESP) im Sprachunterricht durch Multimedia untersucht.

Wir versichern Ihnen, dass Ihre Antworten anonym bleiben und alle persönlichen Angaben strikt vertraulich behandelt werden.

Herzlichen Dank für Ihre Mitwirkung  
Ihr Projekt Team

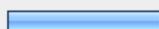
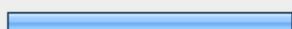
#### 1. Ihre Altersgruppe

*53 antworteten, eine/r machte keine Angaben. 53 responded, one skipped response.*

20 - 30		9.4%	5
<b>30 - 50</b>		<b>47.2%</b>	25
50 oder älter		43.4%	23

#### 2. Ihre Unterrichtserfahrungen

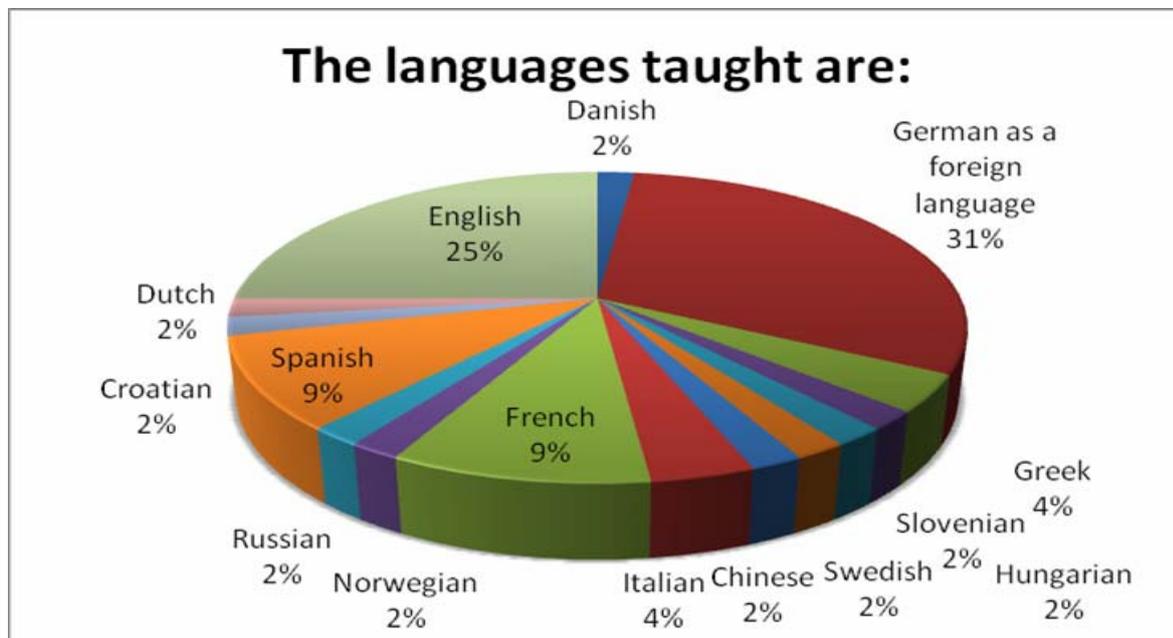
*54 beantworteten die Frage. 54 responded to the question.*

1 - 5 Jahre		20.4%	11
5 - 15 Jahre		27.8%	15
<b>15 oder mehr Jahre</b>		<b>51.9%</b>	28



### 3. Welche Sprache(n) unterrichten Sie derzeit?

50 beantworteten die Frage, 4 ließen sie aus. 50 responded, four skipped question.



### 4. Gibt es bereits Europäische Sprachenportfolios für Lehrer in Ihrem Land?

52 haben die Frage beantwortet, zwei haben sie ausgelassen.

52 responded, two skipped question.

ja		53.8%	28
nein		7.7%	4
ich weiß nicht		38.5%	20
Ihr Kommentar:  <a href="#">view</a>			3

#### Kommentare:

- Stehe der Sache eher skeptisch gegenüber, viel administrativer und bürokratischer Aufwand, der meiner Meinung nach der Sache selbst, dem Sprachenlernen Raum und Zeit wegnimmt.
- Das würde ich sehr befürworten. Bei der Anstellung von Kursleitern und Kursleiterinnen gäbe es klare Hinweise bezüglich ihres Einsatzes.
- Zlatoust\ Verlag

#### Comments:

- *I am sceptical; there is a lot of administrative and bureaucratic work involved, which take a lot of time of the actual language learning.*
- *I would go along with this. It will be a great help with the recruitment of teachers as it will provide clear guidelines.*
- *Zlatoust / Publishing House*

### 5. Verwenden Sie ein Europäisches Sprachenportfolio in Ihrem Unterricht?

48 haben die Frage beantwortet, 6 haben sie ausgelassen. 48 responded, six skipped question.

Ja	<input type="text" value="13"/>	27.1%	13
Nein	<input type="text" value="35"/>	72.9%	35
Ihr Kommentar: <input type="text" value=""/>			6

#### Kommentare:

- es gibt noch kein klar erstelltes Konzept.
- Haben zur Zeit keine Klassen
- Seit der Pilotphase 1999 habe ich es in keiner Klasse mehr verwendet. Aber in den Ausbildungskursen für zukünftige Kursleiter kommt es immer zum Einsatz, denn es fordert auf, seine eigene Sprachlernbiographie zu hinterfragen.
- Da mir der Begriff unbekannt ist, kann ich nichts dazu sagen.
- Die Idee des Portfolios, nicht die ‚Vordrucke‘
- Zu wenig Zeit, 90 Min. pro Woche.

#### Comments:

- *There is no clear concept yet.*
- *I don't have classes at the moment*
- *Since the pilot phase in 1999 I haven't used it in any classes any more. However, I always use it in my teacher training courses as it challenges to reflect our own learning biography.*
- *I don't know the term and therefore cannot contribute to this.*
- *The idea of the portfolio, not the 'printouts'*
- *Too little time, 90 minutes per week.*

### 6. Welche Teile des Europäischen Sprachenportfolios verwenden Sie?

48 beantworteten die Frage, sechs ließen sie aus. 48 responded, six skipped question.

Sprachenpass	<input type="text" value="9"/>	18.8%	9
Sprachenbiographie	<input type="text" value="2"/>	4.2%	2
Dossier	<input type="text" value="3"/>	6.3%	3
Keines	<input type="text" value="34"/>	70.8%	34

### 7. Welche Teile Europäischer Sprachenportfolios sind für den Sprachenunterricht am nützlichsten?

48 beantworteten die Frage, sechs ließen sie aus. 48 responded, six skipped question.

Sprachenpass	<input type="text" value="9"/>	18.8%	9
Sprachbiographie	<input type="text" value="7"/>	14.6%	7
Dossier	<input type="text" value="3"/>	6.3%	3
Ich weiß nicht	<input type="text" value="29"/>	60.4%	29

**8. Sind Sie der Ansicht, dass der Einsatz eines Europäischen Sprachenportfolios die Qualität des Sprachunterrichts verbessern kann?**

50 beantworteten die Frage, vier ließen sie aus. 50 responded, four skipped question.

Ja		52.0%	26
Nein		8.0%	4
Ich weiß nicht		40.0%	20
Ihr Kommentar:			4

**Kommentar/Comment**

- v.a. für junge Lerner
- *For young learners*

**9. Welche Vorteile für den Sprachunterricht sehen Sie im Einsatz eines Europäischen Sprachenportfolios?**

39 beantworteten die Frage, fünfzehn ließen sie aus.

39 responded, fifteen skipped question

Europäische Sprachenportfolios fördern die Lernerautonomie		28.2%	11
Ein Instrument zum Lebenslangen Lernen		30.8%	12
<b>Europäische Sprachenportfolios bieten eine Grundlage für die Entwicklung von Curricula und Kontrolle des Bildungssystems.</b>		<b>41.0%</b>	16
Weiteres (bitte spezifizieren):			2

**Kommentare:**

- Lernerautonomie wird gefördert
- Ich weiß nicht, was das ist.

*Comments:*

- *Encouragement of student centred learning.*
- *I don't know what it is.*

### 10. Würden Sie gern ein Europäisches Sprachenportfolio in Ihrem Sprachunterricht verwenden?

48 beantworteten die Frage, sechs ließen sie aus.

48 responded, six skipped question

Antwort	Prozent	Anzahl
Ja	56.3%	27
Nein	8.3%	4
Ich weiß nicht	35.4%	17

#### Kommentare:

- Müsste noch mehr darüber wissen
- Warum nicht?
- Eher nein, Sprache ist lebendig, sollte meiner Meinung nach nicht zu sehr kategorisiert und bürokratisiert werden
- Wie kann man denn so viele Fehler machen, wenn es doch um Sprachen und Unterricht geht?

#### Comments:

- *One should know more about it.*
- *Why not?*
- *Rather not, language is living and should not categorised and should not be become bureaucratic.*
- *How can there be so many mistakes when it is about languages and teaching?*

## II. Sie und Technologie

In diesem Abschnitt möchten wir gern etwas über Ihren Technologie-Einsatz im Unterricht erfahren. *You and Technology*

*In this section we would like to know about your use/application of technology*

### 11. Bitte klicken Sie auf die entsprechende Antwort, die Ihre Anwendung von technischen Mitteln, die Sie in Ihrem Sprachunterricht nutzen, kennzeichnen.

44 beantworteten die Frage, zehn ließen sie aus. 44 replied, 10 did not respond

	oft	manchmal	selten	nie	Response Count
Internet	38.1% (16)	23.8% (10)	9.5% (4)	28.6% (12)	42
Email	36.6% (15)	19.5% (8)	19.5% (8)	24.4% (10)	41
Wikis	11.1% (4)	13.9% (5)	16.7% (6)	58.3% (21)	36
Blogs	2.9% (1)	2.9% (1)	17.1% (6)	77.1% (27)	35
Interaktive Whiteboards	2.9% (1)	5.9% (2)	8.8% (3)	82.4% (28)	34
Videos	13.2% (5)	52.6% (20)	21.1% (8)	13.2% (5)	38
CD/DVD	78.0% (32)	17.1% (7)	4.9% (2)	0.0% (0)	41
MP3	15.8% (6)	15.8% (6)	15.8% (6)	52.6% (20)	38
Virtuelle Lernplattformen	5.4% (2)	8.1% (3)	18.9% (7)	67.6% (25)	37
Skype	10.8% (4)	2.7% (1)	5.4% (2)	81.1% (30)	37
Andere (bitte spezifizieren): <input type="text" value="view"/>					2

**Kommentar:**

- Was sind Wikis?
- Yahoo Messenger

*Comment:*

- *What are Wikis?*
- *Yahoo Messenger*

**12. Denken Sie, dass interaktive Whiteboards im Sprachunterricht verwendet werden können?**

42 antworteten, zwölf ließen die Frage aus.

42 responded, twelve skipped question

Ja	<input type="checkbox"/>	45.2%	19
Nein	<input type="checkbox"/>	7.1%	3
Ich weiß nicht	<input type="checkbox"/>	47.6%	20
Ihr Kommentar: <input type="button" value="view"/>			9

**Kommentare:**

- Weiß nicht, was es ist.
- Was ist interaktive Whiteboards? (2)
- Kenne ich nicht.
- Habe keinerlei Erfahrung damit.
- Doofe Formulierung: Ja, ich weiß, dass sie NICHT genutzt werden können.
- Mir ist der Begriff nicht bekannt.
- Ich weiß gar nicht, was das ist.
- Aber leider gibt es keine im Unterrichtsraum oder in der Schule

*Comments:*

- *Don't know what it is.*
- *What is Interactive Whiteboard? (2)*
- *Don't know it.*
- *Silly phrasing: Yes, I know that it can NOT be used.*
- *I don't know the term.*
- *I have no clue what it is.*
- *Unfortunately there is non in our classroom or in the school.*

**13. Would you like to use an interactive whiteboard in your language teaching?**

40 antworteten, vierzehn ließen die Frage aus. Mehr als die Hälfte der Antwortenden

40 responded, fourteen skipped question

Ja	<input type="checkbox"/>	47.5%	19
Nein	<input type="checkbox"/>	7.5%	3
Ich weiß nicht	<input type="checkbox"/>	45.0%	18
Ihr Kommentar: <input type="button" value="view"/>			7



### Kommentare:

- Ich habe keinerlei Erfahrung
- Habe Keine Ahnung, was ein solches ist
- Ich möchte es zuerst selber kennen lernen (2)
- Wenn ich vom Nutzen überzeugt bin und die Institutionen umrüsten, hätte ich nichts dagegen.
- Würde gern wissen, was man darunter versteht.
- Ich würde das gern benutzen, weil ich sehr viel Material am Computer hae, aber leider keinen Beamer oder Whiteboard zur Verfügung habe.

### Comments:

- *I have no clue what it is.*
- *I'd like to get to know about it myself first of all.*
- *If I am convinced about the benefits and if the institutions would set them up, I wouldn't mind.*
- *I'd like to know what it is.*
- *I'd like to use it, because I have got lots of material on the computer, but unfortunately don't have a digital projector or whiteboard.*
- *I have no experience at all*



## Appendix III

## Accompanying letter (EN)

14/04/2008

Dear...,

The ICC is currently involved in a EU project 'activELP' with Partner organisations from Bulgaria, Latvia, Greece, Italy, Poland, and Turkey.

The European Language Potfolio was developed and piloted by the Language Policy Division of the Council of Europe. Many specific ELPs have been developed covering different types of learners and different languages since the first launch in 2001 with the aim to encourage plurilingualism, multilingualism, to motivate and facilitate language learning. The specific aims of the current project are to develop a training programme for language teachers 'ELP in Language Teaching through Multimedia' and mentoring guidelines for implementation of this programme in order to train a group of language teachers-mentors from all EU countries; to test the training programme for use of ELP by language teachers.

The link to the Project website is: <http://www.activelp.net/>

I'd very much appreciate if you could fill in the survey, it will only take five minutes and pass it on to other teachers. It is not expected that teachers filling in this survey are familiar with ELPs!

As usual everything in a big rush, I'd need the surveys filled in by 10 May latest.

The survey was created with Surveymonkey

[http://www.surveymonkey.com/s.aspx?sm=tkJifh6LDmN7ovsRIAsACg\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=tkJifh6LDmN7ovsRIAsACg_3d_3d)

Thanks a million for your support!

Sincerely

Christel Schneider  
Director  
ICC- The European Language Network  
Berner Heerweg 183  
D-22159 Hamburg  
Tel: +49 40 428 853 233  
Fax: +49 40 428 853 237  
Mobile: +49(0)1729333042  
[christel.schneider@icc-languages.eu](mailto:christel.schneider@icc-languages.eu)



## Appendix IV

## Accompanying Letter (DE) Begleitschreiben

14/04/2008

Liebe(r)...

die ICC ist derzeit an einem Projekt beteiligt, in dem es darum geht, ein Trainingskonzept zu entwickeln, um mit Hilfe von Multimedia europaweit Lehrenden und damit ihren Lernern existierende Sprachenportfolios nahe zu bringen.

An dem EU Projekt activELP <http://www.activelp.net/> sind Organisationen aus Bulgarien, Lettland, Italien, Polen, Griechenland und der Türkei beteiligt.

Die Umfrage ist relativ kurz, es handelt sich nur um 13 Fragen, die in 5 Minuten beantwortet werden können. Es wird nicht vorausgesetzt, dass die Befragten bereits mit Sprachenportfolios gearbeitet haben.

Ich wäre Dir sehr dankbar, wenn Du die Fragen vielleicht selbst beantwortest und an möglichst viele Sprachenlehrkräfte zur Beantwortung weiterleiten könntest. Es bleibt den Kolleginnen und Kollegen freigestellt, ob sie den Fragebogen in deutscher oder englischer Sprache ausfüllen möchten.

Leider drängt die Zeit und ich müsste die Rückmeldungen schon bis zum 10. Mai erhalten.

Umfrage in englischer Sprache

[http://www.surveymonkey.com/s.aspx?sm=tkJifh6LDmN7ovsRIAsACg\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=tkJifh6LDmN7ovsRIAsACg_3d_3d)

Umfrage in deutscher Sprache

[http://www.surveymonkey.com/s.aspx?sm=ozwMwJAWIMU9rXJNChJAYA\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=ozwMwJAWIMU9rXJNChJAYA_3d_3d)

Herzlichen Dank für Deine Mithilfe.

Liebe Grüße aus dem sonnigen Hamburg,

Christel

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## Telephone Interviews

## Appendix V

**1. Telephone Interview** with **Silke Wienecke**, head of language department at the adult education centre VHS Wedel, Schleswig-Holstein and **ICC- The European Language Network**, Christel Schneider

**Has the European Language Portfolio been implemented in language courses at your adult education centre, yet?**

It seems difficult to motivate teachers to attend seminars offered with regard to the European Language Portfolio for adults. Only two teachers of my organisation joined the seminar which had recently been offered on the subject of ELPs.

**What is the experience in the use of ELP in your organisation?**

The implementation of the language portfolio worked really well within the 6 modules of our integration projects which incorporated modules devoted to the portfolio. The students in these courses working with their individual portfolios received specific instructions and support once a week. According to teachers' feedback it had taken much longer than estimated to introduce the portfolio and familiarize the students with it. However, as soon as the students had grasped the idea they got on well with it and towards the end of the course they felt that they had benefited a lot from it. They were happy to 'carry a product home' to demonstrate their achievements. One of the major advantages for the students in the integration courses were, that they were encouraged to write in their mother tongues. It goes without saying that a prerequisite for a successful implementation of the portfolio is that the trainer is well trained, familiar with, and enthusiastic about the portfolio concept.

**For which target groups do you think an ELP would be beneficial?**

At the moment we do not use ELPs in the language classroom, but it could be a useful tool for pupils at secondary school level to demonstrate their achievements. It could also be implemented in English or Spanish courses for occupational purposes. For clients asking for tailor made courses it would certainly be useful to incorporate the ELP.

**What is your view about the European Language Portfolio?**

It is a great tool which promotes learner autonomy. However, it is difficult to convince our teachers of the benefits of the use of ELPs and as long as they are not motivated to use ELPs in their classroom it is difficult to reach our ELP users.

**5 May 2008**



**2. Telephone interview with Dr. Erich Zehnder**, head of language department and Vice principal at the adult education association VHS Landesverband Rheinland-Pfalz, Germany and **ICC- The European Language Network**, Christel Schneider

**Your association offers online teacher training modules to familiarize teachers with the European language portfolio. Has this been successful?**

We are just offering such a course within the framework of our teacher qualification. We have developed a training concept for online delivery which we piloted and run once or twice. It's a question of demand and supply. We have been very successful in our additional qualification for teachers of German as a foreign language as it includes specific modules concerned with ELPs.

**What is the time frame for your online training model?**

In our pilot course we had three face-to-face sessions (8 UE per meeting) and 6 to 8 weeks online. The face- to- face sessions were at the beginning, in the middle and at the end of the course.

**What do 6 to 8 weeks online mean as regards to teaching hours or learning time?**

This is difficult to measure. We put materials on the web which the learners have to work on or read. Tutors are around for support and check the work handed in by individuals, answer questions, support and advice their trainees.

In general online teaching means more work for the tutors and it is difficult to calculate the amount of work spent with individuals compared with the time spent in a face-to-face teaching environment, where you are dealing with groups of learners.

How individual learners engage themselves depends on many factors. Apart from time constraints, some learners need longer to grasp an idea; others want to get deeper into the subject and do a lot of extra work as regards to reading and further research on the subject matter, whereas others quickly understand the concept and want to get on with other things. Hence we don't have a reliable time model.

**Do you offer ELP seminars to teachers in Rheinland Pfalz apart from the specific training mentioned above and how well is this received?**

At first I was very sceptical for Rheinland Pfalz as the expected resonance and interest did not seem very high. However, we offered a day seminar in Mainz and this was well received. We have already had the request for another workshop.

**Do you know of courses where ELP has been implemented?**

Two or three courses that I know of, but they are integration courses where students have no choice not to use it.

However the Common European Framework of Reference logically leads to the use of Portfolios in form of practical applications.

It is difficult though to implement ELPs in the average course. Therefore we offer courses with specific tuition that are more expensive, but they include a Portfolio in the price for the course. These courses focus on the needs of individuals and their progress is being assessed.

The first courses of this kind are on our current programme.

We'll have to wait and see how they will be demanded and accepted.

**6 May 2008**



**3. Interview with Ingrid Bulka**, head of language department at the adult education centre VHS Henstedt-Ulzburg, Schleswig-Holstein and **ICC- The European Language Network**, Christel Schneider.

**You have recently attended a teacher training seminar on the European Language Portfolio for Adults. Are you going to implement ELP in your classes?**

The seminar was really interesting. I was already familiar with the concept of ELP, but the two colleagues who accompanied me from my adult education centre didn't know anything about ELPs. They did not take much out of the seminar and stated that it would be too time consuming to use ELPs in their teaching.

Unfortunately there wasn't any suggestion for practical applications of the ELP and this didn't encourage my colleagues to get started with the use of ELPs.

As far as I'm concerned I don't have the heart to get started with the ELP in my teaching at the moment and this may result from the lack of motivation. I need to be fully convinced and enthusiastic about an idea to be able to bring it across and get people interested and involved.

**What benefits do you see in the use of a Portfolio?**

The ELP concept has some very useful features, but quite honestly, I can imagine that it would be useful to implement the ELP in Cambridge courses and maybe it would be beneficial for pupils, but this could only be dealt with outside the official course time and I am not sure if I can keep the pupils after the course and get them interested in the portfolio idea.

**How can we encourage our teachers to get motivated in the use of the ELP?**

The concept of ELPs is great and I think it will take a while until more and more teachers will get familiar with it. It is a general phenomenon that teachers judge for their students and state that their students would not be interested in the idea just because they don't like the idea. As long as teachers are not convinced about the benefits this will bring to students' autonomous learning and how this will enhance their teaching, it will be pretty difficult. However, a step by step approach might be a good start. It has taken quite some time to convince people to use the Common European Framework of Reference and today we are surprised if people are not familiar with it.

**5 May 2008**



#### **4. Telephone interview with Gary McAllen Hueber Verlag and ICC- The European Language Network, Christel Schneider**

**The adult education association of the 'VHS Landesverband Thüringen' has developed the first European Language Portfolio for Adults in Germany which has been published by Hueber. Have you got any data about the implementation of ELP in Germany?**

The data are collected by 'Thüringer Landesverband der Volkshochschulen'.

In Thuringia Portfolios have been implemented on primary and secondary level in schools. In North Rhine-Westphalia and Hesse portfolios are used in some secondary and primary schools, but it is on a voluntary basis.

In Nuremberg they are testing the implementation of ELPs at secondary modern school level.. Hueber has offered about 60 seminars and information workshops so far for various regions, but it is difficult to reach a great number of trainers. Of 100000 teachers in adult education we have only reached about 2000.

#### **What do you think are the major barriers in getting teachers motivated?**

Most teachers or decision makers see the benefits of the Portfolios for the learners, but have yet to find ways to whet learners' appetites for it. You cannot make people use ELPs. Meanwhile the majority of adult education centres have implemented the Common European Framework of Reference in their programmes. However, many teachers are not familiar with the levels and what they describe, let alone the consequences of the CEF on language teaching. They often fear the extra work and time that it will take to introduce the use of ELPs in their classroom.

#### **How do you think learners can be motivated to use ELPs?**

In all our new course books we have integrated "stepping stones" to the ELP so that teachers are automatically guided into the use of portfolios and students can use them if they wish to.

**6 May 2008**

**List of people the questionnaire was sent to**

**Appendix VI**

Christine Loibl	Bayerischer Volkshochschulverband e.V.
Marianthi Kotadaki	Greek Ministry of National Education and Religious Affairs of the Hellenic Republic
Franz Mittendorfer	Cebs
Beate Blüggel	Deutscher Volkshochschul-Verband (DVV)
Myriam Fischer Callus	VHS-Aschaffenburg
Heike Philp	LANCELOT School GmbH
Sabrina Ploch	Active German Stockholm
Gareth Hughes	Federation of Migros Cooperatives
Mike Makosch	Migros-Genossenschafts-Bund
Steve Hailstone	Lancashire College
Margaret Benouaich	Lancashire College
Jana Cepickova	The University of West Bohemia
Kate Weir	Cirrus Training UK/University of Westminster
Anita Lerch	bfi, Berufsförderungsinstitut Steiermark
Kathrin Krämer	bfi, Berufsförderungsinstitut Steiermark
Jan Groppe	Gente Groppe
Michael Tighe	U.S. English Services
Inge-Anna Koleff	Eurovolt, Institute of Further Education, Die Wiener Volkshochschulen
Inger Langseth	Norges teknisk-naturvitenskapelige universitet (NTNU), Program for lærerutdanning (PLU)
Ian McMaster	Spotlight Verlag GmbH
Arthur McKeown	Business Institute University of Ulster
Dr. Linda Gallasch	Volkshochschule Norderstedt
Dr. Silke Reher – Rose	Volkshochschule der Stadt Pinneberg e. V.
Ingo Gallert	Vhs Hamburg
Marlies Schill	Volkshochschulverband Baden-Württemberg e.V
Christine Loibl	Bayerischer Volkshochschulverband e.V.
Barbara Münzer	Berliner Senatsverwaltung für Bildung, Wissenschaft und Forschung - Ref II F - Weiterbildung, Lebenslanges Lernen
	Brandenburgischer Volkshochschulverband e.V.
Susanne Weis	Landesausschuß der Volkshochschulen des Landes Bremen
Ingo Gallert	Freie und Hansestadt Hamburg - Landesbetrieb Hamburger Volkshochschule
Barbara von der Meden	Hessischer Volkshochschulverband e.V., Frankfurt/Main
	Volkshochschulverband Mecklenburg-Vorpommern e.V., Schwerin
	Landesverband der Volkshochschulen Niedersachsens e.V., Hannover
	Landesverband der Volkshochschulen von Nordrhein-Westfalen e.V., Dortmund
Dr. Erich Zehnder	Verband der Volkshochschulen von Rheinland-Pfalz e.V., Mainz
	Verband der Volkshochschulen des Saarlandes e.V., Saarbrücken
Regina Claus-Flemmig	Sächsischer Volkshochschulverband e.V., Chemnitz
	Landesverband der Volkshochschulen Sachsen-Anhalt e.V., Magdeburg
Monika Peters	Landesverband der Volkshochschulen Schleswig-Holsteins e.V., Kiel
Christine Bruhn	Landesverband der Volkshochschulen Schleswig-Holsteins e.V., Kiel
Steffi Mehnert	Thüringer Volkshochschulverband e.V., Jena



Rob Versteeg	Endurance, Niederlande
David Richardson	University of Kalmar
Rene Piedmont	VHS Konstanz
Garry Motteram	University of Manchester
Gavin Dudeney	The Consultants-E
Gamze Guven	Ankara University
Basak Agin	Ankara University
Alistair Sword	Teamleader / Cambridge University ESOL
Alliki Lukk	Estonia /University
Paulene Grabenkamp-Frayne	gt- training
Steffen Skovronek	Eurovolt, Institute of Further Education, Die Wiener Volkshochschulen
Kirsten Söntgens	Eurovolt, Institute of Further Education, Die Wiener Volkshochschulen
Annabell Preussler	Eurovolt, Institute of Further Education, Die Wiener Volkshochschulen
Angela McLachlen	The University of Manchester
Asli Oguz Salcan	Ankara University
Serpil Sahin Gönül	Ankara University
Rita Meissner	VHS Stuttgart Baden Wuerttemberg
Anita Pincas	University of London
Tim Phillips	SKYLIGHT GmbH
Jennifer Baumert	Hamburger Volkshochschule
Anna-Kaisa Müntz	Hamburger Volkshochschule



## Appendix VII

**Experience report by Dr. Benndorf– Helbig, Project manager at the Thuringia Adult Education Association and partner of the developing team of the only German Portfolio for adults in Germany validated by the Council of Europe.**

Dear Sylvia, dear Christel,

I had promised to write some short report on the experience we have made with teacher trainings on the ELP here in Germany.

The European Language Portfolio for Adults developed in Germany was accredited by the Council of Europe in July 2006. A working group from six different organizations had been established for the development and piloting of the ELP for Adults. Already before accreditation we tried to disseminate as much information as possible about the ELP in general and about our model.

Our ELP for adults is targeted towards any adult learning a foreign language whether in courses or at home.

We have teamed up with a publishing house that has published the accredited model. We have also formed a new working group with 12 people from different organizations, including the publisher and an exam board. Aim is to help the ELP for adults to become more known and used.

As part of the implementation strategy we have made a huge effort to train as many teachers in adult education as possible but also others (school teachers, vocational school teachers, administrative staff in educational institutions, etc.). For that reason we have developed different forms of teacher training:

1. Short introduction sessions (1 - 1,5 hour) at conferences  
Benefit: spread the idea  
Disadvantage: way too short to do anything in-depth
2. 3 x 60 minutes introduction seminar with some training elements (e.g. Language passport in detail; some exercises in detail) offered officially by the publisher  
Benefit: we were able to reach a large number of people, especially using the dissemination channels of the publisher  
Disadvantage: it is not very in-depth
3. A Moodle training course with 3 sessions face-to-face and two online sessions. The whole training was running for 6 months. In the online sessions the teachers used the ELP in their own courses and could exchange experience on the Moodle platform. They also found some exercises and had access to additional information on the Moodle platform.  
Benefit: the training was very intensive; a lot of good ideas how to use the ELP were developed by the teachers; they exchange a lot of useful experience  
Disadvantage: some teachers were unfamiliar with Moodle and although they received some training, they did not use it in the Online sessions;  
with regard to the organisation it is very time and cost intensive and thus, it is hard to find participants that are willing to invest this kind of time and money

4. A training course lasting all day (usually 8 x 45 minutes) with a mixture of introduction and detailed training.  
Benefit: more in-depth than 1.  
Disadvantage: Content is still too much relying on introducing the ELP; discussion and detailed training thus still too short

From all the trainings we have carried out we have drawn a couple of conclusions:

1. There was a general urge among most teachers to have heard about the ELP. Once that desire was fulfilled they do not take part in any other training. They generally think they know about the topic. That has a tremendous influence on the trainings we can offer now. Also, teachers seldom take part in trainings that last more than a day.
2. Only very few teachers know how to handle an ELP and work with it. We are currently trying to gather those active teachers to a kind of "resource pool".
3. The CEF is not known as widely as is generally assumed. Apart from the existence of the six levels of competencies the teachers do not know a lot. Many are not able to really work with the six levels, i.e. they are not able to assess their own course or their course participants. However, the trouble is that most German teachers have heard about the CEF and think they know about it. The practical implementation will still need some time.  
Working with the levels is needed as part of any training session. However, it is necessary to be careful with the way it is done.
4. Altogether we have found that the concept of self-assessment is difficult to handle both for course participants and for teachers. Thus, the practical benefit for both needs to be part of any training module.
5. We have found that it is difficult for teachers to accept the implications of learners' autonomy, which is essential when working with certain parts of the ELP.
6. We have found that many teachers know little about how to implement different learning strategies in their own course work in order to accommodate their course participants accordingly.
7. It is necessary to train teachers about the method that is behind any ELP. Teachers need to know in very practical terms what they can do to involve the method in their course work. They need to get guidance in when and how they can do it.



We have now come to the point that introducing the ELP is not enough. We are currently developing a new training course that is more focusing on learning guidance by using the ELP (incorporating some of our experience – see above). In addition, we are trying to develop or adapt work sheets that help the teachers to implement self-assessment into their course work. With regard to your planned work, I would suggest to use a lot of practical exercises as part of the training. From my point of view “practical exercises” means that the teachers develop something or get something in hand that they could use in their courses more or less right away. Aim of the teacher training should be that the trainers know how to use the ELP in their particular settings and courses. Also I would suggest using a modular approach. That would mean that all your “sessions” –apart from an introduction - should be structured in such a way that they could stand alone or could be used in any combination. That would allow for using your newly developed training also by others after the end of the project and in different settings with different specifications (e.g. target group, time available, ELP available, etc.).

I wish you a successful meeting and hope to hear about the results afterwards. See you both in Friedrichshafen!

Best wishes,  
Beate

## Appendix VIII

### Validated portfolios in Germany

Council of Europe – European Language Portfolio – Language Policy  
Division <http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main>

4.2000 - North Rhine-Westphalia – Germany,  
Model for learners in lower secondary education  
Model developed by the Landesinstitut für Schule und Weiterbildung for learners for further  
information, please consult the website  
<http://www.learn-line.nrw.de/angebote/portfolio>

32.2002 a– Germany - Thüringen - Model for learners in primary education

32.2002 b– Germany - Thüringen - Model for learners in grades 5 to 9

32.2002 c– Germany - Thüringen - Model for learners in grades 10 to 12

46.2003 – Germany - City of Hamburg - Model for learners in lower secondary education.

77.2006 - Germany - Thüringen - *Thüringer Volkshochschulverband* - Model for adults.  
<http://www.sprachenportfolio-deutschland.de/>

90.2007 – Germany – Hessen - *Verbundprojekt 'Sprachen lehren und lernen als Kontinuum'*  
*Koordinierungsstelle* - Model for lower-secondary learners (grades 3-10)

### Link to teaching material

#### Training teachers to use the European Language Portfolio

[http://www.ecml.at/mtp2/Elp\\_tt/Results/PagEF/e15about.html](http://www.ecml.at/mtp2/Elp_tt/Results/PagEF/e15about.html)