



**The ELP for Scotland:
Bringing curriculum,
learning and teaching and
assessment together to
support modern languages
within CfE**

The UK is a member of the Council of Europe, which makes it part of a family of 47 countries stretching all the way from Iceland to Azerbaijan. The millions of young people who live in those countries share many experiences and interests but also have different languages, cultures and histories.

The Council of Europe aims to help learners to understand and respect other people and the things that make them different. The European Language Portfolio is designed to promote the learning of new languages and understanding of other cultures.

European Language Portfolio: registered model No.**2014.R013**

Awarded to: SCILT - Scotland's National Centre for Languages, United Kingdom

European
Language
PORTFOLIO
Européen
des Langues

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

Why the European Languages Portfolio (ELP) is right for Scotland

Key benefits of the ELP:

- Highlights the value and importance of learning.
- Compares European levels of competence (CEFR) and *CfE* levels, thus enabling our learners to equate their achievements with their European counterparts.
- Contributes to the development of our young people as global citizens, by raising awareness of other cultures and countries beyond Scotland and by exploring our multicultural profiles within our own school communities.
- Highlights the importance of incorporating intercultural elements within modern languages lessons, in line with *CfE* principles.
- Encourages learners to reflect on their language learning and to record their achievements.
- Encourages learners to consider skills development and to set their own learning targets.
- Supports the implementation of the "*1+2 Approach to Languages*" policy by allowing learners to combine self-assessment in more than one language.
- Belongs to the learner and therefore encourages them to be more actively involved in the language learning process.
- Supports effective transition and transfer by encouraging learners to track their progress as evidenced by their work.
- Generates information that can contribute to P7 profiling and reporting, as outlined in *BtC5*.
- Recognises wider achievement outside the classroom including experience of community and heritage languages.

ELP and CfE

Learning linked across countries and cultures

The ELP aligns with CfE levels which can be measured against the Common European Framework

 SCOTLAND		 EUROPE										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">Curriculum for Excellence</th> <th style="width: 50%; text-align: left;">Common European Framework</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;"><i>SCQF 7 (Adv Higher)</i></td> <td style="text-align: left;"><i>B1/B2</i></td> </tr> <tr> <td style="text-align: left;"><i>SCQF 6 (Higher)</i></td> <td style="text-align: left;"><i>B1</i></td> </tr> <tr> <td style="text-align: left;"><i>3rd – 4th level</i></td> <td style="text-align: left;"><i>A2</i></td> </tr> <tr> <td style="text-align: left;"><i>2nd – 3rd level*</i></td> <td style="text-align: left;"><i>A1</i></td> </tr> </tbody> </table>	Curriculum for Excellence	Common European Framework	<i>SCQF 7 (Adv Higher)</i>	<i>B1/B2</i>	<i>SCQF 6 (Higher)</i>	<i>B1</i>	<i>3rd – 4th level</i>	<i>A2</i>	<i>2nd – 3rd level*</i>	<i>A1</i>	
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“Curriculum for Excellence levels have been linked to those being developed as part of the CEFR (Common European Framework of Reference for Languages) so that the level of competence achieved by learners will have a **European-wide equivalence.**”

Modern Languages: Principles and Practice paper

**Breakthrough level A1 on the CEFR is broadly equivalent to CfE 2nd level.*

The ELP refers to the skills areas of Listening, Talking with others (oral interaction), speaking (oral production) Reading and Writing in line with the Common European Framework.

How the ELP can support the delivery of Modern Languages in Scotland

The ELP is divided into 3 sections: *My Language Passport*, *My Language Biography* and *My Dossier*

Each section has a different purpose and is addressed to the learner, not the practitioner, so that ownership lies with the learner. **Feedback and facilitation may be provided by the practitioner as long as this is not used to correct the learner's own evaluation.**

The ELP is entirely photocopiable. The expectation is that ELP will be used dynamically and recursively by the learner for all the languages with which they engage. If using a hard copy, photocopies of pages or sections may need to be provided.

The ELP should reflect the pace of learning over CfE 2nd level experiences and outcomes. Therefore, most pupils will start contributing to the ELP in P6 (or earlier in some cases) and will carry this through to P7 and beyond.

Section 1: My Language Passport

My Language Passport should be completed by the learner in conjunction with the practitioner. It is a summative record of each learner's language learning experiences and reflects individual achievement.

This section contains self-assessment pages for learners to track their progress in each CEFR skill – listening, talking with others, speaking reading and writing, thus developing a snapshot of their overall progress. *My Language Passport*;

- Encourages learners to set targets for learning and to regularly update information on their progress;
- Encourages conversation about progress between learner and practitioner;
- Provides an overview of a learner's progress in each of the skills: listening, talking with others, speaking, reading and writing;
- Provides an overview of contact with other language in *and* out of school;
- Celebrates achievement in language learning in *and* out of school;
- Is based directly on evidence contained in *My Dossier* and *My Language Biography*.

"Better and Better" - completed by the practitioner in conversation with the learner

This document provides a means of recording developmental feedback from the teacher to the learner. It may be passed on to effect smooth transition between classes and schools or to inform parents of their daughter's or son's progress in languages.

Section 2: My Language Biography

My Language Biography should be updated regularly by the learner. It supports each individual to develop a profile of their language learning and cultural awareness through a process of self-assessment and reflective questions. *My Language Biography*;

- Notes language learning experiences in *and* out of school;
- Encourages learners to self-assess against CfE/CEFR descriptors;
- Encourages learners to reflect on how they learn and the skills they are developing;
- Encourages learners to consider the interconnected nature of languages;
- Includes a section on intercultural awareness.

Section 3: My Dossier

My Dossier should be maintained and updated by the learner. It facilitates the gathering of evidence of a learner's achievements in languages. *My Dossier*;

- Encourages learners to consider the skills they have transferred and developed;
- Supports learners to evaluate the success of their work;
- Showcases best and most recent work.

Any work that illustrates language learning experiences and achievements may be filed. Learners are encouraged to take responsibility for what should be included. They may reflect on learning intentions and success criteria of tasks or use the *How I Learn Languages* page from *My Language Biography* to recognise and note the skills they have used in each piece of work. A good P7 *Dossier* might include evidence that the learner can:

- Give presentations
- Take part in conversations
- Understand instructions and personal information
- Enjoy listening to a song, story or poem
- Read texts aloud
- Read and understand texts
- Write sentences about her/himself and other people
- Demonstrate an awareness of aspects of different cultures

To prepare for transition, learners may use success criteria to evaluate their work and select their best pieces from *My Dossier* to exemplify what they can do, say, write or make. This may be displayed in a language showcase which can be passed on to the new teacher.

FAQs

Will versions become available in other languages?

The range of languages which feed in to the ELP will vary extensively nationwide. We have provided a standard version in English as a basis on which practitioners can develop their own multilingual versions which suit the needs of their learners.

Which languages are covered by the European Language Portfolio?

All languages! The Council of Europe has defined clear principles and guidelines against which all registered ELP models must be designed, including the exact use of terminology such as 'European Language Portfolio'. *European* thus describes the origin of the portfolio and not the languages it records.

The ELP seems like a large document. How will I implement this?

There is no requirement for the ELP to be completed in a consecutive manner. Sections may be visited as and when the learner decides this is suitable. Similarly, pages may be duplicated as many times as needed to reflect the full depth and breadth of each learner's experiences.

Useful websites

SCILT

www.scilt.org.uk

Council of Europe (official body)

www.coe.int/portfolio

CILT UK: English version of the ELP

General information

http://www.cilt.org.uk/home/standards_and_qualifications/european_language_portfolio.aspx

Junior Version (ELP):

http://www.primarylanguages.org.uk/resources/assessment_and_recording/european_languages_portfolio.aspx

