

Success Stories and Challenges

Working with Teachers and Pupils

Piloting the ELP – Teachers’ and pupils’ voices



ELP-piloting teachers

The Austrian Centre for Language Competence (ACLC) is currently piloting the ELP for young adults with 1000 pupils and 49 teachers of different school types and different age. The whole process is accompanied by an evaluation which is done by the University of Graz.

Divided into regional groups the teachers exchange their experiences and give feedback to the ACLC. The announced leaders of the groups meet on a regular basis to discuss developments and further steps. Some of their experiences shall be shared here:



Pupils working with the ELP

Feedback

○ Teachers

- ▶ The ELP changes language education: it raises language awareness and motivation in language learning.
- ▶ Some teachers mainly see the extra work that has to be done when introducing the ELP. They need to get to know the ELP and find implementation strategies for their classes. The more practical material they get that decreases their amount of work, the easier it is to convince them. Other teachers see this extra-work positively.
- ▶ Teachers say that the work with the ELP has to be well planned. Activities have to be developed to make pupils understand the different sections and the concept of the ELP.
- ▶ They see a problem of time in school and outside school. Pupils don't have enough time for filling in all the ELP parts.
- ▶ Piloting teachers in general judge the ELP better than pupils. Many pupils don't see a dramatic change or development in their language learning and language learning in the classroom.
- ▶ Teachers would like to have more time for the work with the ELP and they want it to be better integrated in school, which means that colleagues and headmasters have to be better informed.
- ▶ Intercultural Part: Multiculturalism and Multilingualism is an important issue in the classroom, especially the urban classroom, and sometimes a challenge for teachers and pupils. The intercultural part of the ELP helps teachers to handle this challenge and raise pupil's awareness for different cultures and languages. Pupils may also learn more about classmates from foreign countries through the work with the ELP.

○ Pupils

- ▶ Pupils are comfortable with the structure of the ELP and don't see any of the parts as negligible.
- ▶ Checklists are seen as very useful to learn to assess their own status quo and progress.
- ▶ Pupils like the learning tips in the ELP and would like to see more of them.
- ▶ The percentage of pupils who feel not to have enough time for the ELP in school and at home is more than 60%.
- ▶ Pupils feel that assessment becomes more transparent with the ELP.

Language Fairs



○ Inform people about the ELP

The ACLC regularly participates in language fairs. We distribute our material, inform people about our projects and give presentations on our institute and our work. As far as the ELP is concerned, we experience an ambivalent situation. On the one hand teachers seem to be informed about the ELP and very interested in gathering even more information about it. On the other hand they hesitate to use it themselves.

Language Fair at the Pedagogical Institute in Vienna

A key issue for teachers is the **implementation of the ELP**. They look for strategies, examples and ideas for the use of the ELP in the classroom which are connected to the curriculum they have to stick to.

The ACLC started an implementation-project in 2005. A group of experts collects and publishes supporting material and examples of best-practice that shall help teachers to introduce and use the ELP in the classroom and support multipliers in the promotion and dissemination of the ELP.

○ Workshops on the ELP

Teacher training institutions offer a wide range of ELP in-service training, often in close cooperation with the ACLC. Teachers and multipliers are very interested in these workshops and seem to use every opportunity to inform themselves more about the ELP. However, we experience that still a lot of basic work has to be done. Though teachers have heard about the instrument they need basic information on the structure and the idea of the language portfolio.



ACLC-publication: The European Language portfolio in the classroom: Ideas and examples for the use of the ELP

Working with the Media

Public Relations

In 2006 the ACLC is focusing on public relations. We already held two press conferences, sent out press releases, participated in two language fairs, will participate in another one and will open our doors for the public on the 26th of September, the European Day of Languages.

On the 16th of May the ACLC held a press conference on the ELP. Though we would have appreciated to welcome more journalists than actually attended, we were finally happy about the output. The ACLC got one article on the ELP in the most widespread Newspaper of Austria.



Before the press conference on the ELP

Support for the work with media

Schools which want to promote their work with the ELP via media can find information material on the ACLC-homepage. Schools who work with the ELP usually use this information.

Articles on the ELP

In January 2006 the ACLC has assigned professional Media observation, which helps us to find out how efficient our PR-activities are and allows us to observe the language and the key messages that go along with our issues. As far as we know, in 2006, the ACLC's direct and indirect PR resulted in seven articles on the ELP in Austrian newspapers and several articles on homepages of schools and other institutions.

Experten präsentieren Ideen für die Zukunft:

Bessere Jobchancen mit „Sprachenpass“

Als Sprachenhauptstadt Europas steht Graz zur Zeit ganz im Zeichen von Englisch und Co. Von 15. bis 18. Mai widmen sich verschiedenste Veranstaltungen der Innovationen im Bereich Sprachbildung. Im Mittelpunkt steht die Einführung des „Europäischen Sprachenportfolios“, einer Art „Bildungspass“ für Schüler.

„Nicht nur das Erlernen von Sprachen, sondern auch das Kennenlernen von und 'Umgehen-können' mit anderen Kulturen wird in der Berufswelt immer wichtiger“, erklärt Günther Abuja vom Österreichischen Sprachenkompetenzentrum. Dass sich dieser Trend auf Bildungsebene niederschlagen muss, ist auch Landesschulinspektor Robert Hinteregger klar: „Sprachen sind heute ein zentraler Punkt der Allgemeinbildung.“

Das „Europäische Sprachenportfolio“ soll Schülern die Möglichkeit bieten, ihre sprachlichen Erfahrungen und Leistungen zu dokumentieren und als Art

„Bildungs-Pass“ möglichen Jobgebern vorzulegen. Das europaweit geplante Konzept und deren Umsetzung an den Schulen, steht auch im Mittelpunkt der zweitägigen Konferenz, zu der sich seit gestern, Mittwoch, internationale Experten im Europäischen Fremdsprachenzentrum treffen.



Hier macht Sprache Schule

Wohin die Lernenden mitbringen, so ist die Pädagogik

Am 16. Mai 2006 fand eine Pressekonferenz im Rahmen der Sprachbildung in Graz statt. Die Teilnehmerinnen und Teilnehmer diskutierten über die Einführung des Europäischen Sprachenportfolios (ELP) in den Schulen. Die Konferenz wurde von der Landesschulinspektorin Robert Hinteregger moderiert. Die Teilnehmerinnen und Teilnehmer diskutierten über die Einführung des Europäischen Sprachenportfolios (ELP) in den Schulen. Die Konferenz wurde von der Landesschulinspektorin Robert Hinteregger moderiert.



Europäisches Sprachenportfolio

17-jährige SchülerInnen präsentieren ihre Sprachkenntnisse in Graz. Die SchülerInnen präsentieren ihre Sprachkenntnisse in Graz. Die SchülerInnen präsentieren ihre Sprachkenntnisse in Graz.



This project has been funded with support from the European Commission. This document reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.