

## What is the European Language Portfolio?

### Work sheet 1

#### Group A

You have used the portfolio before.

Can you try to think of ideas to explain the portfolio to the new students?

Work together to answer the following questions.

Questions	Ideas
What is the ELP?	
Who is the ELP for?	
What do we use it for?	
How do we use it in class?	
Is it a good idea and why?	
How can you use it in the future?	
Can you think of any other information to tell the new students about the ELP?	

Thank you for your help.

## What is the European Language Portfolio?

### Work sheet 2

#### Group B

Group A are going to explain the ELP to you at the end of the lesson. While you are waiting we are going to talk about ways of learning. Discuss the following questions with the other students in your group. Do you all have the same opinions or not?

1. Do you think the teacher should explain everything to you?
2. Can you learn English by yourself?
3. Can you learn English from the other students in the class?
4. Is it important to keep all your papers from every class?
5. Do you think its good to work in groups or pairs in the class? Why?
6. Is it important to keep a record of what you are learning?
7. Should you study on your own outside class?
8. Is what you learn now important for the future?
9. Are you responsible for what you learn?
10. Can you control what you learn? ... how fast? ... how slow?

## Implementing the Milestone ELP (European language portfolio) in the classroom

**MODULE:** Learning to learn/self-assessment

**LEVEL:** R1 Transition/ A2

<b>Time:</b> 2 hours	<b>Focus:</b> Introducing the ELP to a mixed group of learners, some of whom have prior experience of the portfolio.
<b>Class organisation:</b> Plenary/ small groups/plenary	<b>Type of activity:</b> Discovering ways of learning/discussion, reading and writing.
<b>Can be adapted to;</b> Any group or level of language learners who are using a portfolio-based approach to recording their own progress.	<b>Prerequisites:</b> I recommend waiting until 2/3 weeks into the course before doing this exercise. This gives learners time to form opinions on what works best for them in learning a language. Also, if you feel the vocabulary on the worksheets may be challenging for your group, you might like to do a lesson the day before on ways of learning to pre-teach useful vocabulary.
<b>FETAC:</b>	
<b>ELP:</b> level A2 page 26 – explain to a teacher/class how I learn best. Also page 27 – I can make notes with comments about my progress in learning.	

**For this activity you need...**

A class set of worksheets 1 and 2

**N.B.**

### In Class Procedure at a Glance

1.

Ask students to take out their elp's (portfolios). Show class a copy of the portfolio. Many students will already be familiar with layout. Ask students where particular sections are, e.g. 'What page do you put your personal information on? Spend enough time on this stage for newer students to get a broad idea of what's in the portfolio.

2.

Divide class into two groups

Group A – students who have already used portfolio.

Group B – students new to portfolio.

#### **Group A**

Old students work together, brainstorm points on ELP. (See worksheet 1)

#### **Group B**

New students work together; discuss points on ways of learning. (See worksheet 2)

3.

#### **Plenary**

Old students report their ideas about ELP to new students. This can be done in plenary or in pairs. However, I feel it works better in plenary.