

**3<sup>RD</sup>**

**MEDIUM-TERM  
PROGRAMME**

**OF THE EUROPEAN CENTRE FOR MODERN LANGUAGES 2008-2011**

**2008-2011**

**EMPOWERING  
LANGUAGE  
PROFESSIONALS**

**COMPETENCES - NETWORKS - IMPACT - QUALITY**



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EMPOWERING LANGUAGE PROFESSIONALS  
VALORISER LES PROFESSIONNELS EN LANGUES  
SPRACHLEHRENDE IN IHRER ROLLE STÄRKEN

ECML-CELV-EFSZ  
2008-2011

# Training teachers to use the European Language Portfolio

Short-term project 2008-2009  
ELP\_TT2

Heike Speitz, Norway

ELP-TT



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# 2008: The ELP, the curriculum and the textbook

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**Nach Materialien von David Little, Dick Meijer und Radka Perclová  
(adaptiert von Margarete Nezbeda und Heike Speitz)**



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## Aim for today: Connecting curriculum objectives and the ELP

- To be able to connect curriculum and ELP
  - Competences
  - Curriculum objectives
- What does the ELP contribute?
  - Action-oriented approach
  - Individual goals
  - Self-assessment

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## Three possible relations between the ELP and the curriculum

- The ELP is developed independently of the curriculum
- The ELP reflects the goals of an established curriculum
- The ELP is developed along with a new curriculum that is graded according to the common reference levels of the CEFR

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## Tasks for discussion

- Compare the common reference levels and the Slovenian curriculum levels
- How compatible are they?
- How easy/difficult is it to relate the two?
- Does the curriculum provide examples?

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## Example 1: Planning

- Choose a content topic
- Connect this topic to one or several curriculum objectives
- Use checklists in all five skills and find as many *I can* descriptors as possible that relate to these curriculum objectives.
- Find learning activities for these descriptors together with your pupils.

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## Example 2: Written production

- Study your curriculum and find curriculum objectives related to written production
- Find *I can* descriptors in your ELP checklists that fit those curriculum objectives
- Which is the expected level (A1-C2)?
- Suggest learning activities for these descriptors.

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