

the brain responds differently to meaningless (out of context) and meaningful information and situations. This is why we have to teach for meaningfulness, and meaning is related to depths of information processing in real life. This sense of interconnectedness occurs when emotions and cognition come together (a key to the appreciation of life and learning).

In each lesson plan I have tried to target each intelligence during the communicative stage by allowing students to choose activities specific to their major learning style, since a person's learning style is a source of strength to be utilized and enhanced. In this preferential model, an appropriate matching prescription is derived through a rationale of "playing to strength". For example, if a person is primarily visual in receiving information and representing thoughts, then the recommended approach is through that modality. Teachers in intensive English language courses can now learn how to recognize individual learning preferences quickly and reliably, (there are many available surveys or inventories) then provide a flexible, multimethod program to accommodate them.

EUROPEAN LANGUAGE PORTFOLIO

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by Anera Adamik

In 2001, EYL, two projects of the greatest importance for the standardisation of foreign language teaching, were promoted and monitored in the member countries of the Council of Europe. These were the **COMMON EUROPEAN FRAMEWORK OF REFERENCE** and **ELP**.

ELP is based on the Framework but as the Framework is dedicated to a restricted number of professionals, precisely those who take part in the creation and programming of foreign language teaching and those who use them (teachers), ELP is intended to be used as widely as possible with learners of different ages, learning languages in many different contexts for a variety of different purposes.

The roots of ELP go back to the late seventies in Switzerland, a multicultural country, with 4 official languages as well as a multitude of languages spoken by minorities and immigrants. The idea and its realisation raised the interest of European professional circles who believed that this educational instrument might be of

great help in the direction of the standardisation of teaching and in the knowledge of modern languages in the then and future united, multicultural and multilingual Europe.

ELP was worked on during the nineties through numerous discussions, seminars and projects, and was ready to start with the first projects in 1998 under the guidance of the CoE- MLD, in 15 states and 3 international associations.

At the 20th Session of the **Standing Conference of the Ministers of Education of the Council of Europe**, held in Cracow, Poland, 15 - 17 October 2000, a **RESOLUTION ON THE EUROPEAN LANGUAGE PORTFOLIO** was adopted and signed. This Resolution binds us as well.

As a result of the conclusions and recommendations, ELP PROJECTS were planned for 45 countries, ours included, of course.

At present there are 26 validated ELPs. Ireland is ahead as it pioneered ELP (Trinity College, Dublin) with 6 validated ELPs. Interesting for us are the so-called countries in transition, among which are the Czech Republic and Hungary having 3 (full set) and Russia 1. Twelve countries have validated portfolios and the international association - EAQUALS/ ALTE has one Portfolio for ADULTS).

It is clear that the Portfolio as such has a rich history, having existed for already 15 - 20 years. During that period an abundant fund of literature has come into being.

Lots of material can be found on the Internet, on the CoE web pages. The Web address is www.coe.int (Languages).

Summarising Portfolio

In its physical-technical form it is a printed form consisting of three parts:

A language passport, in which are given the language qualifications and knowledge (institutional and non-institutional) according to the standard European levels.

A language biography, where the learner can write about his/her knowledge of a language as well as his/her experience and competence, way of learning, at school or elsewhere.

A dossier, with examples of students' works.

3 basic categories of Portfolio have already been established:

JUNIOR 6 - 10
SENIOR 10 (11) - 15 (16)
ADULTS 15 + (16 +)

The limits are often flexible depending on the school system of a particular country.

For our present school system the categories would be:

JUNIOR - RANO UČENJE (ELEMENTARY SCHOOL)
SENIOR-OSNOVNA ŠKOLA IV-VIII (PRIMARY SCHOOL)
ADULTS - SECONDARY SCHOOLS AND ON

But other types of portfolios are being developed and can be adapted to the needs (of sections of the population - emigrants, minorities, etc.; professional / vocational schools, colleges and non-language faculties, schools for special needs (the disabled)).

Generally speaking, the Portfolio creators were given the liberty to develop it according to the specific conditions, the school system, tradition, culture, etc. But one of the elements is strictly prescribed, with the intention that the ELP should be recognisable. So, for example, in the **Standard Language Passport** for Adults, then at least one of the official languages of the CoE - **English/French** - must be used/represented, etc.

The procedure for accreditation and validation of each particular portfolio is strictly and minutely prescribed, so it has to be followed and taken into consideration completely in the process of portfolio development. After having passed the prescribed procedure the Portfolio gets the right to be called ELP, with the CoE logo on it, and all the rest that goes with it.

The hardware part of the Portfolio has unjustifiably been separated from the software, as the two intermingle. But let's make one more mistake and try to point out 3 basic Portfolio functions:

Reporting - the quantification of knowledge, self-assessment or assessment/validation, of course according to the standardised European levels

6 levels are used and marked as:

Basic user A1, A2;
Independent B1, B2,
Proficient C1, C2

through the three aspects /skills of language knowledge:

1. understanding (listening and reading)
2. speaking
3. writing

(based on a "can do" system).

Pedagogical - to enhance the motivation of the learners to learn language(s) at school and outside school; to help learners to get used to self-assessment, to validate themselves and reflect their objectives.

Political-social function - the promotion and tolerance of the varieties of languages and cultures, multilingualism and multiculturalism with the aim of educating people for modern democratic society.

Therefore, may I be bold enough to point out the ideas of the Portfolio which must always be reinforced:

1. **Philosophy:** a) **social responsibility**
b) **learner autonomy**
2. **Principles:** a) **self-assessment**
b) **learning to learn**
3. **Possibilities:** a) **motivation**
b) **discovery and creativity**
4. **Challenges:** a) **citizenship education**
b) **personal growth**

The special characteristic and importance of ELP is that it brings together the teaching and knowledge gathered at school and the learning that takes place outside it. We have witnessed a real expansion of foreign language learning: private lessons, private foreign language schools, people's universities, and, in addition, technically improved methods of self-learning, from the once-upon-a-time linguaphones with records, audio cassettes to the present-day multimedia CDs, computer programmes and "On Line" learning. All these adding, no doubt, to the opportunities for lifelong education. So, another idea emerges which is that the Portfolio method is suitable for some other fields as well - information science, above all, because the days when you were able to learn certain things once and for all, during a certain period of your schooling, have gone with the wind, with no possibility of return.

Lifelong education has recently become a real hit among European Circles involved with the education business. To those colleagues who are still not informed, 26 September has been established as the European Day of Languages and the theme of 2002 is "Lifelong Language Learning"

WHAT'S THE CURRENT SITUATION IN CROATIA REGARDING ELP?

ELP is at the disposal of learners in private FL schools within the association PRIMA, for adults only (as PRIMA is an associated member of EAQUALS). The Portfolio for Adults of the association EAQUALS was the first to be validated.

When speaking of the Croatian school system we have to be realistic. Although Croatia is among the smaller European countries, with its school system of more than 700 000 pupils and more than 1700 educational institutions it represents a huge body which is hampered by its own inertia; and not only inertia but unresolved problems, many other priorities, and "last but not least" a chronic lack of money; in spite of all that, our decision-makers are taking into consideration the modalities of the development and the implementation of the Portfolio.

We are involved in the European project, which we follow, but at the same time we are observed, too. Well, I may admit that we are not at the European "tail end". No matter which of the ways is chosen, it is certain that it will be teachers who will develop and implement the Portfolio. Therefore, great care must be taken to enter the project as well informed and as well prepared as possible.

Most of you have been informed and many have probably taken part in this year's project of revitalising or simplifying the syllabus, which in fact is the way to form the national curriculum-syllabus. This project is partly attached to the Framework and Portfolio. On the territory of the (4) counties that are under my jurisdiction, some elements of the Framework and Portfolio have been anticipated, (the dossier and self-assessment) and are still very successfully continuing.

The Project was our HUPE branch initiative (Ms Knežević and Ms Mičetić - Seminar in Zadar 2001, and ESP Split 2001.

PORTFOLIO SELF - ASSESSMENT

Autonomy in Language Learning

*by Irena Mičetić, prof.
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It's a program which combines formal and informal measures of assessment.

I've been doing this project work for the past three years in a primary school in Rijeka. The program is used in optional classes of English (2 groups: beginners - 16 students; older ones - 26).

At the beginning, I had several problems like using the rubber and the total lack of confidence of the students. Only when we got started did we realise how difficult it is to be objective about oneself. We discussed

every problem and very often they asked me for my opinion, which I didn't always tell them because I didn't want to influence them. In time, we managed to solve the problems and their confidence has increased. When I finally entered their marks in the official register, they were completely satisfied with their work. Only at that point was I sure this was the right way to do the assessment.

In the 21st century, the process of learning doesn't go on only in the classroom but is influenced by the involvement of all sorts of digital communications, parents, and marketing. The process of teaching has to be in the same position. The process of learning consists of collecting lots of information of which some will become new knowledge that is to be presented to the public. In such a way, the role of the teacher is to be a leader in the process of learning and assessment.

The tools for the task are: working in groups, using portfolios, doing lots of research and testing, and presenting all the work. There are three parts in assessment: **the process, the progress and the product.**

When we mention the word "portfolio", we think about art and design: it evokes samples of work presented in large folders. Part of the European Language Portfolio is similar to this, but it has also two other components. So ELP defines three components as follows: **The Language Passport, The Language Biography, and The Dossier.**

For younger learners it may be rather like a scrap-book in which the target language materials are collected and provide a focus for ownership of the foreign language learning process and the language itself. Other school learners may fill their dossier with outcomes of the project work related more or less to the skills in which they will be tested. Adult learners will want to present evidence of their ability, so their dossier will contain sample letters, reports and the like.

My students are 2 groups: younger and older students, so we have all the samples that I mentioned before. You can see lots of examples of written work: about students, their school, the town they live in, hobbies, and so on.

Every portfolio must have a clear purpose, and the student must know exactly what is going to be assessed. The components of assessment are clearly written on the front page of a file so that the student knows exactly what he must look for while he does the correction. At the end of the term I give my own test to check the students' work. We use typical signs for the correction and while doing it, we also learn about criteria.

The role of the teacher is to give the rules, to help students correct their work, to lead them in making