

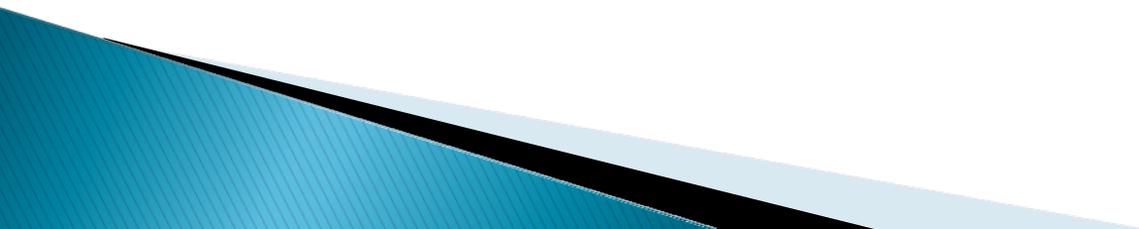
The ELP : supporting multilingual and multicultural academic communication

MAGICC Meeting

2nd December 2011

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Overview

- ▶ The ELP: the basics
 - ▶ The CEFR: Multilingual competence
 - ▶ How does the ELP promote Multilingual and Multicultural competence?
 - ▶ What is still to do?
 - ▶ The advantages of an electronic ELP
 - ▶ Short report: the Bremen input
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The ELP: the basics

- ▶ The ELP was developed (2001) as an international set of categories to describe language proficiency and to help language learners to plan, manage and assess their learning.
- ▶ It has as a pedagogical and reporting function
- ▶ Tool to promote plurilingualism and multiculturalism
- ▶ Property of the learner
- ▶ Based on the CEFR
- ▶ It encourages self-assessment
- ▶ It consists of three parts: **Language Passport, Language Biography and Dossier**

ELP functions

- ▶ The ELP provides evidence of language skills in an international comparable way, using the Common European Framework of Reference (CEFR)
- ▶ The CEFR defines communicative proficiency at six levels arranged in three bands (A1 and A2, B1 and B2, C1 and C2) in relation to the five skills in form of “can do” statements, that is, through self-assessment
- ▶ the ELP enhances motivation and is designed to make the language learning process more transparent to the learner
- ▶ It incites and helps to reflect on the learning objectives, ways of learning and success in language learning
- ▶ The ELP helps to develop the capacity of self assessment.

Reporting function

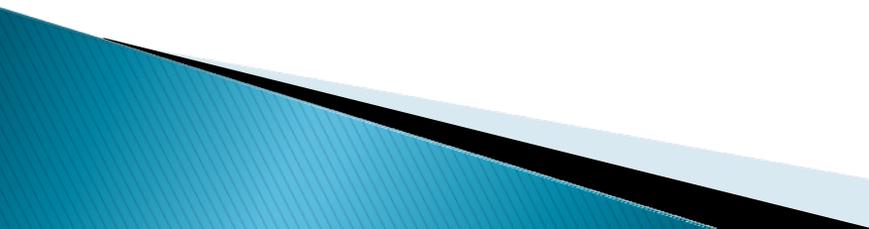
Pedagogical function

CEFR: Multilingual and multicultural competence

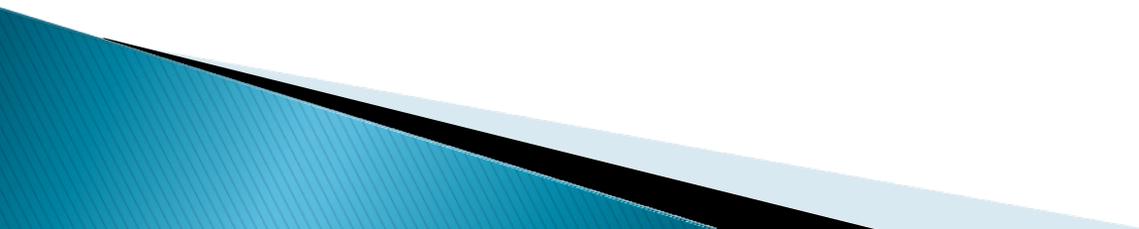
- ▶ “the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency of varying degrees in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw.”

[Common European Framework of Reference, chapter 8.1](#)

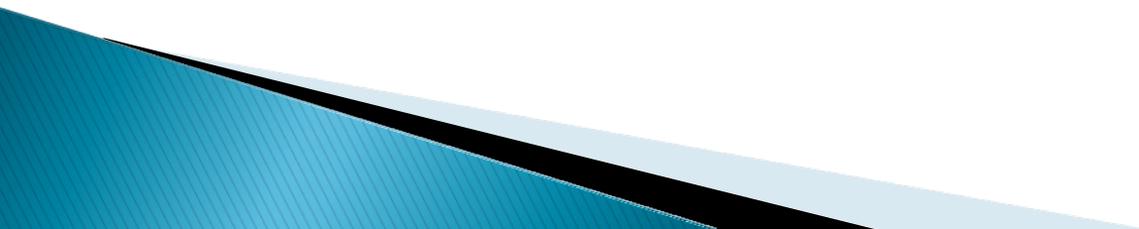
How does the ELP promote Multilingual and Multicultural competence?

- ▶ The ELP helps learners to become aware of their own plurilingual repertoire
 - ▶ The ELP helps learners to understand that all their languages skills are valuable
 - ▶ It helps learners identify relationships between languages in order to learn more efficiently
 - ▶ Encourage learners to make use of all language skills in different communicative situations
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Using the three sections of the ELP

- ▶ Passport: reporting multilingual competences
 - ▶ Biography: reflecting on multilingual and multicultural experiences
 - ▶ Dossier: collecting and presenting evidence of the learning process
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What is still to do

- ▶ **Passport:** reporting specific academic communication competences based on the conceptual framework for academic and professional purposes
 - ▶ **Biography:** reflecting on and mapping the whole multilingual profiles the learner has achieved in formal and informal and settings
 - ▶ **Dossier:** monitoring and documenting the multilingual academic learning outcomes
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The need for an eELP

An electronic portfolio, also known as an e–portfolio or digital portfolio, is a collection of electronic evidence that provides resources and navigation facilities to enable students focus on their needs.

- ▶ An e–portfolio can be seen as a type of learning record that provides actual evidence of achievement

eELP

....There are three main types of e-portfolios:

1. Developmental (e.g. working p.)
2. Reflective (learning p.)
3. Representational (showcase p.)

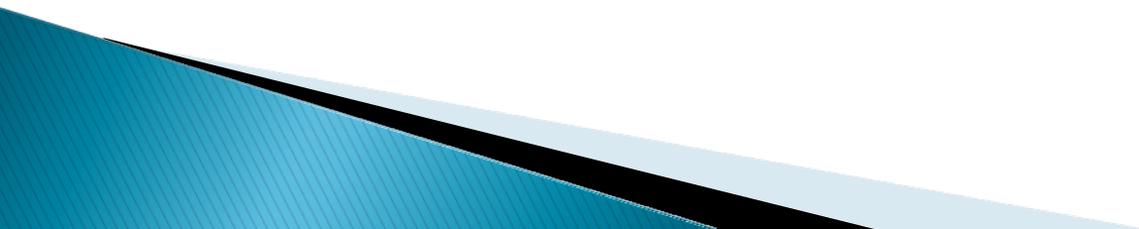
Advantages

An electronic portfolio allows the user to collect and organize facts in a variety of formats, such as texts, graphics, videos and audio materials.

Useful for authentic assessment of prior learning and they may scaffold attempts at knowledge construction *(Abrami and Barret, 2005)*

"It is not a haphazard collection of artifacts (i.e. a digital scrapbook or multimedia presentation) but rather **a reflective tool that demonstrates growth over time**".

(Barrett, 2000)



EPOS 2: Model user:

- ▶ <http://epos.informatik.uni-bremen.de>
- ▶ User: Fatma Kilic
- ▶ Username: kilic
- ▶ Password: Kilic-2011

