

Design and implementation of the CLCS Learner Autonomy Project ELP

The language passport

- Introduction (English and Irish)
- The standard adult passport (for school leavers)
- The interim (process) passport:
 - personal information
 - profile of L2 skills (self-assessment)
 - summary of language learning and intercultural experiences, including certificates and diplomas

The language biography

- Introduction (English and Irish)
- My general aims and reflections
- My checklist of target skills (in five languages: Irish, French, German, Spanish Italian)
- Setting goals and thinking about learning
- Things I notice about language and culture
- How I solve communication problems
- Methods I use to learn languages
- Intercultural experiences
- Heritage languages

The dossier

- Introduction (English and Irish)
- Each learner must decide, in consultation with the teacher, what to put in the dossier, how to structure its contents, how often to review the contents, etc.

The appendix

- An English version of My Checklist of Target Skills
- A photocopiable version of each page of the language biography

The ELP and the post-primary curriculum

- At the core of the Language Biography are the detailed Checklists of Target Skills
- The Checklists were derived from
 - the illustrative scales in the Common European Framework
 - the communicative objectives of the official curriculum for Junior and Leaving Certificate

Curriculum topics and exam tasks

- One teacher created a simple grid to keep track of her learners' coverage of curriculum topics and examination tasks
- This was used together with the checklists to devise projects based on curriculum topics and communicative skills
- Examples: poems, texts on The Simpsons

Feedback from learners

- Target-setting and self-assessment
- How does the ELP help you learn French?
- Why is it good to set your own targets

Reference

Ushioda, E., and J. Ridley, 2002: Working with the European Language Portfolio in Irish post-primary schools: report on an evaluation project. CLCS Occasional Paper No.61. Dublin: Trinity College, Centre for Language and Communication Studies (available at <http://www.tcd.ie/slscs/clcs/research/projects/elp/documentation/index.php>).