

Material 6

Depending on the country students will be used or not to working with the European Language Portfolio. In some countries there is a ELP for higher education / adults and in others it does not exist.

Students who have not yet used the ELP will need the part about assessing their CEF level, whereas others won't.

Why?	The activities will aim at <ul style="list-style-type: none"> - assessing their CEF level in the target language - setting aims for future progress - becoming aware of their ways of learning
What?	Language passport – CEF level Language biography Learning strategies and learning styles
How?	<ul style="list-style-type: none"> - Group work: students reflect on how they have learnt foreign languages and what was most successful and effective. In turns each one describes a positive experience in this domain. Together they make a list of suggestions to be a good language learner. (Possibly : Students can determine their learning / teaching profile using a test about multiple intelligences http://literacyworks.org/mi/assessment/findyourstrengths.html) - The whole group writes a list of successful strategies for language learning. - Individual work: the students assess their CEF level (language passport) They can use an online tool : Dialang http://www.lancs.ac.uk/researchenterprise/dialang/about or a checklist (see material 10 bis – CD accompanying “Preparing teachers to use the European Language Portfolio”). While doing this they define aims to be reached while on mobility.
Learning outcome?	European Language Portfolio